REPORT RESUMES

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ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965, TITLE I.
ANNUAL EVALUATION REPORT.
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THIS REPORT OF WISCONSIN'S COMPENSATORY EDUCATION PROJECTS CONTAINS INFORMATION PERTINENT TO THE FOLLOWING AREAS--OPERATION AND SERVICES, DISSEMINATION OF INFORMATION, SELECTION OF PROJECT EVALUATION, DESIGN, PROBLEMS, RELATION TO OTHER ESEA TITLES, COORDINATION WITH COMMUNITY ACTION PROGRAMS, COOPERATIVE PROJECTS BETWEEN DISTRICTS, SERVICES TO HANDICAPPED CHILDREN, NONPUBLIC SCHOOL PARTICIPATION, AND EFFECTIVE ACTIVITIES AND METHODS. DELAYS IN THE ALLOCATION OF GRANTS, INADEQUATE TIME FOR PLANNING, ABSENCE OF WELL-DEFINED GUIDELINES, AND THE LACK OF QUALIFIED LEADERSHIP AND GENERAL STAFF WERE AMONG THE PROJECT'S MOST PREVALENT PROBLEMS. THE USE OF SPECIAL EQUIPMENT, ACTIVITIES INVOLVING A HOME-SCHOOL RELATIONSHIP, AND FIELD TRIPS WERE EFFECTIVE PROJECT ACTIVITIES. PROJECTS FOR HANDICAPPED CHILDREN REPRESENTED 3.6 PERCENT OF THE TOTAL WISCONSIN PROJECTS. A SPECIAL EVALUATION SUMMARY OF A SUMMER PROJECT FOR CHILDREN ABOUT TO ENTER GRADE ONE IN THE MENOMONEE FALLS PUBLIC SCHOOLS IS INCLUDED IN THE REPORT, AND DETAILED DATA ARE GIVEN ON EVALUATION TECHNIQUES, SCHOOL ATTENDANCE, AND OTHER RELEVANT AREAS. (LB)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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ED016702

ANNUAL EVALUATION REPORT

DECEMBER 1966

ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965
TITLE I

UD 004364

WILLIAM C. KAHL, STATE SUPERINTENDENT
MADISON, WISCONSIN

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FOREWORD

The objective of the Elementary and Secondary Education Act of 1965, Title I, is to provide special education programs for the most educationally disadvantaged children in school attendance areas of greatest concentration of low-income families. Local education agencies have developed and implemented programs on the premise that these programs were of sufficient size, scope, and quality to give reasonable promise of substantial progress toward overcoming educational handicaps. To determine progress, we rely upon evaluation, an important part of the process of education. Through evaluation, pupils strengths and weaknesses are diagnosed, educational practices are examined and plans are developed to more effectively meet our objectives.

This report is a summary of the progress being made in the development and implementation of programs for the educationally disadvantaged being offered by the Wisconsin schools during the 1965-66 school year. The contents may be used to advantage by schools participating in these programs as well as those who are planning to participate in the future. We are forwarding this report in an effort to share ideas with you. It is my hope that every person who is involved in the development or operation of these programs will find information that can be used in an effort to fulfill his responsibility to the educationally disadvantaged.

William C. Kahl

William C. Kahl
Superintendent of Public Instruction

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PREFACE

This report was prepared for the USOE under legislative requirement and follows the format prescribed by that office. While certain sections may not be clear to the reader due to the presumption within the report that the reader is familiar with the format, it is felt that the most pertinent information is clear to the lay reader.

This report is based on 97 percent of all Title I, E.S.E.A., projects in Wisconsin. While all projects, or 100 percent, were ultimately evaluated, those not meeting the deadline for filing the ANNUAL EVALUATION REPORT were not included in this analysis.

Unless otherwise specified, all data in Parts I, II, and III, emanate from 543 project evaluations completed by LEAs, following the format specified by the SEA. This figure represents 90 percent of all projects.

Non-operational projects, or those which did make fiscal expenditures but which were not able to become operational and actually serve children, are evaluated as Part IV of this report.

Part I, Identifying Information, perhaps can be clarified by defining "duplicated" and "unduplicated" counts. Unduplicated count represents "actual children" while duplicated count, or total number of Title I participants is not a "head count." That is, one child may be participating in a reading project and a separate health project. In the unduplicated count, Item A. 1.2., such a child would be counted as one. On Table II, such a child would be counted as two. Questions regarding Items 6 - 11 are apparent for the tables indicated.

Milwaukee's projects are evaluated in a separate section because of the magnitude of the city's population and Title I allocation. It was felt that inclusion of a major city within the total state report would add such disproportionate numbers of children, appropriations, staff, etc., to the total report that data would be unrealistically skewed. Further, in considering areas of questioning where no weighting was given, (e.g., Was personnel a problem? Yes? No?) Milwaukee's problems would be given equal weighting with the smallest school district in Wisconsin. While the problem of weighting and ranking remains in any state-wide analysis, the special treatment of Milwaukee does provide less distortion of the parameters than might otherwise be the case.

The discrepancy between the total number of projects approved in Wisconsin and the total number analyzed for evaluation purposes is explained in that projects received after the deadline for reporting, while evaluated on an individual basis, were not included in any formal report.

Because of the special nature of the state schools and institutions funded in the program, they, too, were excluded from this report.

Appendices are not included in the report as in most cases the LEA has received them previously, or they are somewhat irrelevant to local interests. However, all appendices are available upon request from the Title I office.

As a technical consideration, it should be noted that unless otherwise specified, the computational and rounding errors are less than one-half of one percent. All percentages are rounded to the nearest unit.

Major responsibility for preparation of the state report was assumed by Ann D. Clark, Supervisor, Research and Evaluation, Title I, Division of Instructional Services, Department of Public Instruction.

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION
DIVISION OF INSTRUCTIONAL SERVICES

Robert C. Van Raalte, Assistant Superintendent

Russell C. Mosely, Coordinator
Federal Instructional Programs

Frank N. Brown, Administrator, Title I
Elementary and Secondary Education Act

ABBREVIATIONS USED IN THE BODY OF THIS REPORT

ESEA - Elementary and Secondary Education Act of 1965. Public Law 89-10.

SEA - State Education Agency. In Wisconsin, the Department of Public Instruction; Division of Instructional Services, Title I Office, 137 East Wilson Street, Madison, Wisconsin 53703

LEA - Local Educational Agency.

CAA, CAP - Community Action Agency, Community Action Program. The specific reference is to the programs under the direction of the Office of Economic Opportunity.

CESA - Cooperative Educational Service Agency. Nineteen such regional agencies are established in Wisconsin.

PART I: IDENTIFYING INFORMATION

NAME: Ann D. Clark

POSITION: Supervisor, Research and Evaluation, Title I, E.S.E.A.

STATE: Wisconsin

PART II: SHORT ANSWER SECTION

Part A: Program Development and Description

1. Unduplicated count of public school children involved in program. — 61,552

2. Unduplicated count of non-public children participating. — 12,923

3. Number of projects serving an area within an approved CAP. — 56

4. Total amount of money approved for LEAs with an approved CAP. — Not available at this time

5. How many projects provided services for non-public children on the following bases:

Dual enrollment during regular school day.	None in Wisconsin See Appendix XIV for projects with "Shared Time"
Other Bases.	Refer to Table S

6. See Table S., Part II, Item e.

7. See Table S., Part II, Item e.

8. See Table S., Part II, Item e.

9. See Table S., Part II, Item e.

10. See Table S., Part II, Item e.

11. See Part II, Item II, Table I.

PART II

Item 11. This table refers to the evaluation design, or how an LEA expected to show progress, academic or otherwise. Choices were previously delineated in the original federal guidelines.

Table 1

	Evaluation Design	Evaluation Sample of Projects	Percent * of Total	Total Number of Projects
(1)	Two group experimental design using the project group and a conveniently available non-project group as the control.	14	3%	15
(2)	One group design using a pretest and posttest on the project group to compare observed gains or losses with expected gains.	200	37	220
(3)	One group design using pretest and/or posttest scores on the project group to compare observed performance with local, state, or national groups.	112	21	123
(4)	One group design using test data on the project group to compare observed performance with expected performance based upon data for past years in the project school.	18	3	20
(5)	One group design using test data on the project group, but no comparison data.	102	19	112
(6)	Other	87	16	96 + 32
(7)	Unknown	0	--	25

In the "Other" category, the most frequent explanation was that a combination of designs was used. For example, a cultural enrichment project might have used a standardized achievement test in design (3), but may have also used a locally devised questionnaire falling into design category (5), with the result that the LEA chose the classification, "Other".

A few projects indicated an evaluation "design" was beyond their capabilities, or that they did not understand the categories.

The "Unknown" category represents those projects received too late to be included in this analysis, or which provided undecipherable answers.

The "+32" of the "Other" category refers to non-operational projects included in a separate analysis.

PART III:

1. OPERATION AND SERVICES:

In a few paragraphs, indicate the types of services that the State Educational Agency has provided to Local Educational Agencies.

(This question is more thoroughly answered in the report Description of Program Organization and Administration, filed September 26, with the Division of Program Operations, John F. Hughes, Director; Appendix I of this report.)

Continuum of Service

The SEA in Wisconsin has provided a wide range of services to LEAs. The most immediate service was one of consultation prior to project application. This included one-to-one conferences with supervisors and administrators, as well as visits to schools for consultation with total staffs. Assistance in project application was provided by the SEA staff of supervisors who also approved projects and subsequently provided supervision, as well as continuing special consultation. Evaluation assistance was provided along the same continuum.

Regional Meetings

A series of regional evaluation meetings was provided in the first year of Title I, as well as meetings on a 19 region cooperative educational agency basis. Detailed description of these meetings is described in Appendix I, page 8. Special publications were available to the schools through the SEA. (Appendix II) Other general assistance was provided through the Department of Public Instruction, in addition to the Title I staff, Appendix I, p. 7-9.

Institutions of Higher Learning

The SEA encouraged cooperative use of the universities and colleges in Wisconsin; and the University of Wisconsin Extension Service provided special assistance, further described in Appendix II I.

Advisory Board

The SEA has appointed an Advisory Board of representatives from various LEA interest groups. This Board and its individual members have been available to consult with both LEAs and SEAs. (See Appendix IV.)

2. DISSEMINATION:

(a) *Describe how local projects are disseminating data--*

(1) *To other local agencies*

LEAs are not currently disseminating "data", using the term in its precise definition, to other LEAs, except by special request. LEAs are sharing materials which have been found useful in in-service meetings and are exchanging ideas at conferences and meetings. Several LEAs plan to publish the results of their projects in educational journals, however. It is planned that the articles will then be disseminated through the SEA.

(2) *To the State Agency*

Data is reported to the SEA through the project application and ANNUAL EVALUATION REPORT, Appendix V.

(b) *Describe State plans and arrangements for disseminating information on promising educational practices.*

The SEA has disseminated a series of publications to LEAs (Appendix II) and is currently preparing a publication of locally devised evaluation instruments. SEA has participated with several institutions of higher education and federally funded projects in developing publications. The SEA has held four regional conferences for dissemination of information arising from the National Conference on Education of the Disadvantaged, as well as from LEAs. The proceedings of these conferences are also being disseminated in mimeographed form. Also, tape recordings of the meetings are available from the SEA.

3. EVALUATION:

(a) *Describe assistance your state has provided to local agencies for evaluation.*

See Appendix I, page 8, b., plus Appendix VI.

(b) *List the names and titles of all state personnel involved in providing evaluation assistance.*

See Appendix I, page 5, Ann Clark.

(c) ***List the names, titles, and institutions or agencies of all consultants involved in providing evaluation assistance to the state.***

At the present time, no consultants are providing evaluation assistance to the SEA. However, consultants were utilized in evaluation conferences. (See Appendices I and VI) At the local level agencies have utilized assistance from institutions of higher education. Approximately 172 projects, or about 27 percent, report a direct connection with an institution of higher education in Wisconsin. In some instances in-service speakers have been obtained outside of the state. No contracts have been issued to private evaluation agencies, to the knowledge of the SEA.

(d) ***Evaluation design.***

Refer to Table 1.

4. MAJOR PROBLEM AREAS

(a) *Under each of the following categories, describe the major problems encountered by your State in administering the Title I program:*

(1) *Reviewing Proposals*

While many of the concerns to be listed within these four areas of major problems have now been solved, or somewhat resolved, after the first year's operation of Title I, they are listed here in order to give a total picture of the first year of operation, and perhaps to provide information for pre-planning in other innovative programs being considered for establishment, so that the same difficulties might be avoided, rather than faced as problems.

Lack of Time for Planning

Perhaps the tritest and yet most hampering of all the problem areas within Title I was that the law was passed with such haste that few states or schools, if any, were ready to accept and operationalize its potential. Only 1 percent of projects in Wisconsin were able to begin in the fall semester of the first year funds became available. This situation must be constantly kept in mind while reviewing other problem areas. For example, staff lacks might not have been so glaring if more time for planning had been available. Similarly, problems involving the ambiguity of guidelines might have been solved before reaching the field, if more planning time had been available.

Delay in Grants

The delays in determination of basic SEA grant provided further obstacles to state and local operation in the early stages of Title I. The lack of policy from the USOE as to procedures prior to allocation of funds provided more confusion at all levels. Further delays accrued when it became necessary for the SEA administrator to review each project to be approved. (Again, lack of staff and previously referred to problems is relevant here.) As is discussed in the Section, Part IV: NON-OPERATIONAL PROJECTS, some LEAs viewed these delays as the reason their projects did not become operational.

Lack of Staff

The lack of staff, and/or lack of trained staff, at both the state and federal levels seemed to be a major obstacle to early operation. There was no "degree" available for administering federal programs for the disadvantaged. Few people were identified as knowledgeable in the area. As a result, very little leadership was available at either state or federal levels. Snap judgments were made of necessity, but the quickness of judgment was not necessarily the problem--rather snap judgments based on almost total inexperience led to serious complications at the local level. Few persons in federal and state administrative positions chose or were able to make clear-cut decisions as to policy affecting programs or guidelines for operative aspects within programs.

Guidelines

The lack of guidelines prior to the availability of funds, and the lack of clear-cut guidelines are two of the most criticized areas within the Title I program. Where areas of ambiguity existed in the guidelines, problems immediately arose. Where state policies differed from federal policies, conflicts arose. While this is not to imply that any program ever is without difficulty in this sphere, it is felt that guidelines must of necessity be "field-tested" and developed prior to adoption for operation programs.

Clerical Detail

The amount of professional time necessarily devoted to details such as checking of budget figures, completion of all forms, etc., was a frustrating obstacle in the period of early operation. Supervisors charged to review programs found themselves forced to check fiscal matters, advise on evaluation procedures, and even suggest routes for hiring personnel. While this problem was viewed as hampering at the time, it was necessarily handled in order to facilitate operational projects. It did serve as a learning experience, enabling the professional staff to know more exactly what its secretarial, clerical, and accounting needs would be for Fiscal Year 1967.

Regional Office

The uncertainty of the SEA and the USOE as to the role of the regional office in line/staff organization, provision of service to the SEA, decision-making, and similar activities has posed an area of questioning, if not a problem of major concern.

Communication

It is felt that there is a lack of adequate two-way communication between federal, state, and local agencies on the application forms, policies, and procedures. The information on the forms is not adequate, we believe, for providing the reality of project operation. Realizing that it may not be practical to revise the forms each year, it does seem reasonable to recommend that a constant review of the project application forms be made especially during the early years of the program. Such a review and recommendation have been made by Title I personnel in Wisconsin. This study was made with the best interests of the program in mind and with a hope of favorable consideration by the USOE.

(2) *Operation and Service*

Relations to Other State Agencies

The SEA has maintained extremely good working relationships with the Office of Economic Opportunity as noted in a separate section titled "Coordination of Title I and Community Action Programs." This can be attributed in large measure to the cooperative efforts at the administrative level.

A working relationship has been maintained in Wisconsin for many years between the Wisconsin Welfare Department and the Department of Public Instruction at various levels and in connection with various activities. This cooperation has increased as a result of the involvement of the Division of Mental Hygiene in P.L. 89-313.

The Governor's Committee on Coordination of Federal Aid Administration maintains an interest in all Federal aid programs operating in Wisconsin. It seeks to inform other agencies and is in a position to inform the public through its compilation and limited publication of description of the various programs that can and are receiving federal funds.

Wisconsin has a very active Board of Public Health. Some of the health services being funded under E.S.E.A., Title I have caused some concern on the part of the Board in view of their great interest in the health problems of the state.

State Departmental and Office Procedure Precedents

Lack of staff has become a foregone conclusion in any statement of problems relative to Title I. Stenographic staff is particularly a problem, in that the need for such assistance in this particular federal program is much higher than in most state programs, due to the additional burden of local and federal agencies to report to, as well as constant communication with interested agencies within the department, the more involved application procedures, higher volume of mail, etc. A survey of secretarial time involved in the processing of one project application, that is, checking to see that all the pages are in, checking computation, checking for signatures, etc., involves an average of one hour per project. This is time spent before any professional staff sees the project. If correspondence is necessary, for example, the average hour may be expanded to include receipt of the

correspondence, a duplication of the checking process, and, hopefully, filing and referral to the supervisor at that point. The ratio of secretaries to supervisors could be considered to be as high as 1 3/4 to 1. It is anticipated, however, that much of this problem can be resolved with the establishment of a 1 to 1 ratio. This problem is being given careful consideration and corrective action is anticipated.

Similarly, the need for conferences with several representatives from individual school districts in the Title I office with supervisors requires some restricted, at least, even if not entirely private and separate, office space.

While private or semi-private offices may be desirable for improved efficiency, it is recognized that Title I personnel are part of the Department of Public Instruction and are subject to the policies and procedures governing the department. With the policies and procedures of the department being reviewed constantly, it is anticipated that everything possible will be done to improve the efficiency of this program.

Another departmental policy has been to place the main basis for evaluation of on-going programs primarily on field visits and supervisory reports as a means of communicating with local educational agencies. These reports have also been utilized administratively to maintain a working knowledge of the supervisors' areas of emphasis and visitations. Although there is a desire to have the department operate as a unit, there is a recognition that differences do exist among programs and that variations in administration may be necessary for most effective operation.

Title I has evaluation of program content and effectiveness "built-in." Much of the information included in the project description filed with the application and the annual evaluation requirement constitute a substantial part of the total evaluation procedure. While this process varies somewhat in degree from that of what might be called "regular" supervision, there is similarity. In both instances, data presented in written form as well as field observations, conferences, etc., are part of the total evaluation process. The degree of difference is being explored. Changes, if any are to be made, will depend on the results of a study which will be concluded after observation under normal operating conditions. One major aspect of a normal operation involves that of informing the LEA of its basic grant prior to the beginning of a fiscal year. If LEAs have an opportunity to plan projects and the SEA has the opportunity to approve them prior to the start of a school year, such a plan will have implications for the evaluation of the present operation of SEA, Title I staff. In view of the fact that a number of factors, as stated in this report, have hindered the operation to date, it is difficult after such a short period of operation to determine what effect precedents for SEA operation will have upon the functions to be performed by the Title I staff.

The SEA Assistant Superintendent who heads up the Division of Instructional Services which includes Title I is kept informed relative to the operation of this program. This interest and close cooperation is maintained not only for the purpose of keeping informed but with the idea of making changes which will improve the operation of the program.

Baseline for Administrative Costs

While administrative costs during the first year of Title I operation were adequate for operation of the program at an appropriate level, no guarantees or minimums for state administrative costs were incorporated into legislation. As a result, Wisconsin finds itself in the position of facing reduced allocations, but being committed to the existing staff, and considers the existing staff minimal for continuing operation. This problem will be more thoroughly covered in the 1966-67 evaluation report, but is one which should be considered immediately.

Impact

Few state departments or local school districts were in a position to conceptualize the magnitude and impact of the Title I program and its role in the school. Few agencies were able to radically change programs or existing organizational procedures. Few agencies were in a position to realize the opportunities for utilizing Title I as a model of federal-state coordination within an educational department. Few agencies were able to coordinate fiscal functions, data processing procedures, and general supervisory functions, let alone visualize radical reorganization possible under the flexible administrative structure of Title I. Perhaps the major problem of the impact of Title I is that in many cases its impact has been to enforce stereotypes, and it has succeeded in only a minority of cases of enforcing true innovation in educational agencies.

Financial

The financial problems involving Title I projects can be placed in three categories:

a. The tendency to request more money than needed for the quarter. (In all fairness, however, the inability of companies to fill orders was partly responsible for LEAs not spending as much during a given period as anticipated.)

b. Placing of proposed expenditures in the proper line items. (For example, there was much confusion regarding supplies, instructional materials, and equipment.)

c. Generally inadequate record keeping included: a misunderstanding of procedures for liquidating, confusing basic grant with approved amount of project, desire to transfer money from one project to another without proper consent, failure to keep reports in proper sequence, and lack of understanding relative to making corrections.

While the above problems have been a nuisance, they are not as serious as one might expect. Through constant review of the reporting procedures and a much closer observation of all accounting procedures, many of the above problems began to disappear near the end of Fiscal Year 1965-66.

It should be pointed out that delays of one kind or another also have a marked influence on the accounting procedures. Some LEAs fear there might not be enough money to go around; thus, they try to get as many dollars as they can when making quarterly requests. There are others who, during the rush, misunderstood the procedures and did not request any funds, thinking that all purchases, services, etc., should be completed before payment would be approved.

(3) *Evaluation*

The task of collecting data on the many divergent aspects of Title I, on a state-wide and ultimately nation-wide basis is, of course, behemoth in itself. Choice of data to be collected, format for collection, methods of providing consultative services and evaluation assistance, data processing procedures, and many other decisions having to be made on "snap" basis have provided a series of problems.

Guidelines

More specifically, the lack of guidelines and formats for evaluation prior to the end of the school year was considered a primary problem. Because of the unavoidable lag between USOE's issuance of guidelines and the SEA's implementation of appropriate instruments for collection, LEAs were necessarily handicapped.

Further, the USOE's funding of activities such as the contract to the National Training Laboratory of NEA for a manual on evaluation to be available in summer of 1966, and not having distributed such a manual in spite of national publicity that such would be available, is questioned at the state and local level, and certainly becomes a problem. (If the draft of the recent guide to evaluation is the result of the NEA work, credit should be given to that group.)

Personnel

The lack of personnel trained to evaluate provides another obstacle at federal, state, and local levels. An evaluation specialist (if such a person exists) must have a knowledge of educational measurement, experimental design, statistical procedures, developmental psychology, the nature of the disadvantaged child, a familiarity with data processing procedures, the ability to relate to untrained personnel responsible for evaluation in the field, and a familiarity with bureaucratic procedures, and personnel involved in such bureaucracies. Few guidelines are available to such persons, even if they existed. Measurement specialists, as well as independent companies, were poorly equipped to handle the multitudinous needs of evaluation of Title I. As a result, inadequate measurement devices were rampant during the first year, standardized tests were used in many inappropriate circumstances, little "hard" data was collected, and misuse of evaluative information was not infrequent.

Comparability of DATA

A major problem in evaluation has been that of the incomparability of projects and resultant evaluative data. Individual projects, even when emphasizing a similar program--reading, for example--were divergent in objectives, emphasis, implementation, type of teachers, time, duration, type of children served, criteria for inclusion, and many other variables. While diversity is certainly a positive element within Title I programs, certain standards for test administration, certification of teachers, minimal program criteria, etc., are needed before meaningful comparisons can be made. While such provisions are being implemented during the current operational year, for purposes of the first year, attempts to reconcile comparability gaps were not a major effort.

Standardized Tests

Frequently, the standardized test is considered as being a base of comparability of Title I projects because of the assumptions inherent in the standardization process. However, many of those same assumptions make the base inappropriate for all phases of Title I.

While it is beyond the scope of this item to discuss cultural bias, inadequacies of existing normative data, etc., the point to be made is that projects such as the NEED ASSESSMENT, INSTRUMENT COMPILATION AND DEVELOPMENT OF RELEVANT NORMS TO FACILITATE LOCAL EVALUATION OF TITLE I PROGRAMS, PROPOSAL OF THE INSTRUCTIONAL RESEARCH LABORATORY, UNIVERSITY OF WISCONSIN, concentrating on re-norming of existing devices, developing new instruments, and studying the measurement problems within Title I schools should be given serious consideration at the USOE level; and the USOE may appropriately provide leadership for and impetus to those individuals concerned with educational measurement to meet, or initiate, programs at least to investigate evaluation needs for the disadvantaged.

(4) *Other*

Other problems which could be listed here appear elsewhere in more detail: relationships with non-public schools (see Part I, Item 9), development of appropriate objectives (see Part III, Item 8), recognizing the needs of disadvantaged children (see Part III, Item 8), and misconceptions as to the scope of legislation (see Part I, Item 5).

A problem perhaps not adequately discussed in another section is the lack of trained or appropriately oriented personnel at all levels in the LEA. Professional staff, such as reading specialists, teachers trained with disadvantaged children, psychologists, social workers, etc., is a perennial problem in any program. However, Title I added new dimensions to staff inadequacies. Administrators, although not in short supply, were frequently not attuned to the need for change and innovation in Title I. Many were unduly concerned by the aspect of reporting evaluative data as specific as that required under Title I. There was a shortage of administrative personnel able and/or willing to acquire the many skills necessary for flexible and effective administration of Title I--skill in evaluating the needs of a group of children now recognized as a national problem, skill in writing projects acceptable to federal and state officials, skill in relating to the rest of their staff the importance of Title I activities, skill in evaluating programs where specialized evaluation staff was not available, skill in fiscal accounting, skill in reading "between the guidelines", and numerous undefinable assets for effective local administration of Title I.

7. RELATION OF TITLE I TO OTHER TITLES

How are funds for Title I being used in connection with:

(a) Title V

Title V funds have been used by the state agency to strengthen its leadership capacity. In this respect, the SEA has funded new positions in the areas of pre-school, social work, research, and finance, which improve the ability to promote the intent and purposes of Title I apart from the direct application funding procedure. The SEA is funding positions in the finance section which may assist audit procedures under Title I. Research and innovation Title I personnel are occasionally involved in consulting with administrative staff for the Title I projects. Use of Title V funds in data processing has enabled utilization of this resource for processing as it relates to Title I finance, evaluation and application.

According to the Deputy State Superintendent of Public Instruction, such use of Title V funds points out the successes in cooperation. Perhaps the only problem area concerns the lack of enough money to develop supporting personnel for all areas. It is apparent that with the vast needs of the Wisconsin State Department of Education, the funds under Title V are inadequate to develop the agency totally in any one or several fields--consequently, in Wisconsin, Title V money is primarily focused into areas in which the Department is void of any technical assistance and leadership, and not having adequate funds readily available from other sources. Therefore, use of Title V funds to assist in Title I activities has been somewhat minimal.

7. INTER-RELATIONSHIP OF TITLE I WITH OTHER TITLES OF E.S.E.A.

. *How are funds for Title I being used in connection with:*

(a) *Title II*

There are 15 projects that list a relationship to Title II, E.S.E.A. It is known, however, that while the relationship is not specified in a number of other projects, Title II funds are serving as part of the support to the improvement of opportunities to the educationally disadvantaged. In a few cases, Title II funds have been directed to special centers created as Title I projects.

Frequently, in meeting a broad need for materials to serve the general pupil and teacher population, Title II funds have served children involved specifically in Title I projects.

An example of such coordination is the establishment of a materials center at Keshina through a Title I project and the allocation of an additional $5,000 for materials for that specific school, from Title II funds. This is a part of the Shawano Public Schools. The success of this particular project cannot be ascertained at this date, since completion of the building and of delivery of materials has been slow.

According to the administrator of Title II, E.S.E.A., such an example represents the type of successes achieved in the coordination of Titles I and II. While no major problems seem to have presented themselves during this year's operation, consideration should be given to the provision that Title I funds can be used for instructional materials, and that Title II funds may well be more urgently needed to serve the needs of groups not included in any other category or special aid group, e.g., the gifted.

How are Title I funds being used with Titles III and IV?

(d) Titles III and IV

Funds under Title III, ESEA, are allocated and funded directly to a local school district or intermediate agencies by the federal government. Whatever cross-over of funds between Title I and Title III does occur is through the federal-local contract and procedures. From time to time the SEA is involved in the development of projects with LEAs in which we suggest the proper flowing of funds if, in fact, the program under Title III is directed to educationally disadvantaged children.

Title IV funds, of course, are also a direct federal allotment to local agencies for research purposes. Only the U. S. Office of Education would have any ability to control the application of Title IV funds to the educationally disadvantaged population of Title I.

Most of the grants under Title III in Wisconsin have been of the planning and development variety rather than operational grants. The ability of the local school district to mount effective Title III proposals depends, in large part, upon the kind of technical assistance that the state agency can give to such districts. The direct field help that is offered by the U. S. Office of Education outside of guidelines and Title III does not provide for much face-to-face assistance.

The utilization of Title IV by school districts is minimal at this time. The sophisticated procedures for writing proposals to the U. S. Office of Education under Title IV are beyond the research and capacity of local school districts in many cases. As a result, we find institutions of higher learning writing most of the proposals and receiving them rather than local school districts.

(b) *Recommendations for change*

There is difficulty in allocating and flowing funds from different titles which have different sources of control and procedures in order to maximize the effect on the disadvantaged population. The USOE to local school district relationships in Titles II and IV do not enable the state to maximize the kind of relationships it might if they came through the state.

As each state contemplates the use of its Title V funds, personnel from the U. S. Office are quick to point out that these funds can be used for every purpose of the other Titles of the Act. The amounts of money available under Title V certainly do not lend themselves to developing the supporting personnel for all the other titles that officials in the U. S. Office would recommend.

Title V is the most flexible of all the Titles under the Elementary and Secondary Education Act and provides increased money to state educational agencies to enhance their leadership potential. Without question, it is accompained by a minimum of regulations leaving the state to determine which of its programs it needs to develop. It is also apparent that the vast needs of the state department of education and the sources of funds under Title V are inadequate to develop the agency totally in any one or several fields. Our own Title V money is flowing primarily into areas in which the department is void of any technical assistance and leadership rather than the fleshing out of the administrative capacities of Title I or Title III.

6. COORDINATION OF TITLE I AND COMMUNITY ACTION PROGRAMS

(a) *Number of projects in the local educational agencies that serve an area where there is an approved Community Action Program.*

There are approximately 56 projects in LEAs that serve an area in which there is an approved Community Action Program.

(c) *What action has been taken at the state level to insure coordination and cooperation between Title I applicants and Community Action Agencies at the local level, (include relationship with State Technical Assistance Agency.)*

The SEA has worked closely with the Director of the Office of Economic Opportunity, as well as local directors of CAAs and CAPs. Appendix I, II, b., describes the specific procedures under the working relationship. The joint memorandum referred to as Appendix III is included as Appendix VII.

In addition, CAA regional representatives are included on the Title I mailing list for conferences and other special activities. In the recent series of conferences, four directors were invited to participate as discussion leaders. (See Appendix VI, Conference Agendae.) A list of Community Action Agencies is included as Appendix VIII.

Cooperation of the local CAA agency was rated by Title I LEAs as:

Very cooperative	68%*
Fairly cooperative	20%
Disinterested	12%
Not Cooperative	less than 1%

In interpreting the responses to ranking cooperation, it is suggestive that much more emphasis on cooperation and mutual understanding is needed.

Compliance with the "Statement by Community Action Agency" has been the first success in securing CAA-LEA cooperation. In Wisconsin, success has been moderate in the sense that the CAP agencies have only been in operation approximately one year, and many school districts were relatively unaware of the existence and/or function prior to the Title I compliance section. However, great success has been gained in the sense of making the CAA and LEA mutually aware of the possibilities for coordination and reinforcement with their mutual programs. Several CAA directors have sought out Title I directors to explain their position of reinforcement and cooperation, rather than the misperceived, in many cases, role of "approval" or "disapproval." Similarly, school administrators or board members have in some cases been in the CAP Boards of Directors.

(d) According to the State Director of CAAs, there are no immediate recommendations for revising legislation concerning CAP - Title I.

Undoubtedly the two acts will be used in a reinforcing manner in fiscal year 1967 than in the previous year. Since there are preschool child development projects under Title I of the education act, as well as Title II of the Economic Opportunity Act this kind of interrelationship or interaction is becoming intensified. There are some instances where it is possible that Title I, library services, and vocational aids may be provided as adjuncts to the anti-poverty projects being developed by the CAPs.

5. IMPLEMENTATION OF SECTION 205 (a) (1)

(a) *In order of prevalence, describe the types of projects that were not approvable when first submitted.*

(b) *In order of prevalence, describe the common misconceptions of local educational agencies concerning Title I.*

It is difficult to separate "types of projects which were not approvable" from "misconceptions about Title I" as, obviously, the misconceptions led to certain inappropriate project applications. When the misconceptions were corrected, projects were modified accordingly by LEAs.

However...

(b) The primary misconception was: Title I provided general aid to education and the disadvantaged children, as an afterthought, could be included in the improved general activities.

(a) Projects to fund in-service activities for the entire school staff came under this category. Physical education activities, such as buying baseball equipment, building a swimming pool, expanding playground equipment, etc., were some of the unapproved projects which were resultant from this misconception.

(b) Another general misconception was that the Title I funds could be used extensively to support non-public programs. The continuum of misunderstanding was broad in this category. Non-public schools could have their own Title I projects—Title I equipment could be based in the non-public school—non-public children could be transported with Title I funds—and similar ideas were prevalent in the early stages of the act.

(a) Projects were received from non-public schools independently of the public schools in the area, many complaints were voiced when LEAs necessarily limited non-public control of equipment and personnel funded under Title I, erroneous news media reporting compounded misinformation, and existing state laws, unclear in some aspects of the relationship of the public and non-public schools provided more confusion.

(b) A third misconception was relative to the extent of equipment purchased under Title I. Some few schools viewed the act as a chance to buy equipment for the total school, fund vocational shops, provide office equipment for general staff, etc. Others viewed the act as a chance to try new

equipment, but failed to field test, compare, or otherwise "shop-around" for what might be appropriate for the individual LEA needs.

(a) Projects which exemplified an over-dependence on equipment, equipment inappropriate to project objectives, proportions of funds spent on equipment inconsistent with the total appropriation, and equipment which came under general aid to education (such as playground equipment, etc.) were returned for consultation and modification.

(b) The requirement for evaluation was generally misinterpreted by most agencies. Much concern was exhibited that a "bad" project--or one which did not show an increase in test scores--would result in a loss of funds. Others felt that standardized tests constituted the totality of evaluation. Still others viewed evaluation as a part of the "federal control" being foisted upon local schools.

(a) Projects which were considered to be inadequate in the area of evaluation were those which relied on only one measure (standardized or otherwise) to evaluate a program. Others were those which gave ambiguous or meaningless clichés, such as "teacher evaluation".

(b) Inadequate objectives provided another area of misconception. Some LEAs failed to reach a concrete and communicable level in discussing educational objectives. As a result, it was not clear how implementation and evaluation fitted into many of the project goals.

(a) Projects with inadequate objectives but with basically acceptable plans for implementation and evaluation were re-written by LEAs with consultation and guidance from SEA supervisors, and a series of publications on the writing of educational objectives was issued.

Other misconceptions, and resultant unapprovable aspects of projects included: inclusion of too many children; projects based on school rather than pupil needs; lack of in-service training; inadequate detail or over-generalization in describing implementation; failure to consider the establishment of "target schools"; and a definition of disadvantagement or deprivation which was inconsistent with the specifications and spirit of the act.

TABLE II

This table presents school districts categorized by Standard Metropolitan Statistical Area (or, population). "A" represents Milwaukee, for example. Note that the Average Per Pupil Cost does not take into account existing expenditures (*e.g.* plant investment) or non-Title I aids (*e.g.* Bureau for Handicapped Children).

SMSA	NUMBER OF LEAs	PERCENT* OF TOTAL	FUNDS COMMITTED	NUMBER OF CHILDREN			AVERAGE PER PUPIL COST
				PUBLIC	NON-PUBLIC	TOTAL	
A	1	.1	$2,782,231	18,642	3,928	22,570	$123
B	17	3	1,319,980	6,184	566	6,750	213
C	128	23.5	2,559,443	14,434	3,847	18,281	140
D	167	31	3,018,150	16,113	3,825	19,938	151
E	228	42	3,683,149	21,373	2,761	24,134	153
Other	3	.5	25,653	83	43	126	204
Total	544		$13,388,607	76,829	14,970	91,799	

* Percentages and dollars are rounded.

Generalizing to 100% of projects totals would be as follows 82,648 16,074 98,722

11. COMPREHENSIVE ANALYSIS

a. The most widely used methods for establishing project areas were school surveys--this is consistent across SMSA classifications. While it is true that AFDC data can be effectively used in most metropolitan areas, certain concerns for confidentiality, agency control, etc., limit their use in many areas. School surveys cover a continuum of sophistication from conferences with the school secretary to a population census of the entire school district, as in Richland Center, Project No. 49.

b., c. In discussing needs for the first year of fiscal operation, one finds that the categories of activities funded provide the most evidence of need. (Note that Wisconsin amended the 1966-67 application form to include a section on analysis of needs within the scope of the school and the disadvantaged child.) The table entitled "Project Classification", Item c. presents a list of the most prevalent activities funded, based on the LEA's interpretation of its most pressing needs, given the limits of funding and available personnel and facilities.

d. This figure is consistent with Table II, per pupil costs by SMSA classification.

See Table for item c. following.

Item c.

Project Classification	Percent* of Total
Language Includes developmental reading, remedial reading, reading centers, etc. Note: Remedial reading per se constitutes less than 25% of this category.	56.9%
Health and Physical Education Includes health detection and education, special equipment, etc.	2.3
Cultural Includes music, art, field trips, and lectures	3.1
Supportive Services Includes guidance and counseling of students and parents, services of social workers and psychologists, vocational training.	4.6
Library Includes librarians and aides, special equipment, etc.	1.1
Handicapped Children Includes mentally retarded, emotionally disturbed, physically handicapped, and gifted underachievers, special learning disabilities, speech correction, and language therapy.	3.6
Personnel Improvement Includes in-service training, curriculum development, staff increases , etc.	.5
Social Studies Includes history, geography, etc.	.3
Vocational Includes counseling, job placement, work-study, workshops, dropout projects, etc.	2.0
Pre-school Includes Day Care, Headstart, etc.	2.0
Mathematics Includes remedial classes, etc.	1.4
Teaching Method Includes small groups, team teaching, lay aides, special equipment, etc.	2.2
Miscellaneous Includes identification and diagnosis, for example.	2.2
Combination of Two or More Categories	16.5
Other	.7

d

(e) *The following present the principal problems encountered by local officials in implementing projects.*

Problem	Percent* of Total
Equipment Of the respondents within this category, 68 percent reported late arrival as the specific problem. About 10 percent reported that equipment was cancelled, and still another 10 percent reported that more time should be spent on selection of materials and equipment, and that the project needs were not clearly known before ordering.	31%
Evaluation The major specific area in this category was: tests for appropriate measurement were not available, 32 percent responding. Much dissatisfaction was reported in the use of only academically related tests. Teachers have requested help in measuring self-image, motivation, etc. Another response was that the time allotted for the project before evaluation was too short. In many projects implementation of a summer program was the only alternative during the first fiscal year of Title I. About 25 percent of respondents felt that the time the project ran was too short for a fair evaluation.	20%
Personnel In this area one specific problem was clear—qualified personnel were not available. Of the respondents, 90 percent reported lack of qualified personnel.	10%
Facilities About 66 percent of the respondents reported that physical space was insufficient. About 25 percent reported remodeling needs.	10%

Problem	Percent* of Total
State Department Delays in receiving final approval hindered some projects. Others reported that delays were so great that projects could not be initiated at all. Others reported that projects were forced to start late. Other considerations included: (less than 1 percent) too much paper work, and inconsistencies in requirements for reporting.	9%
Community Relations	4%
Design	4%
Other Other problem areas included include: "Need more emphasis on primary grades.", "lack of records (baseline data)", "Insufficient background and knowledge for writing projects", "Interference with summer programs by church, school, maintenance, farm work, etc."	13%

Title I Exemplary Projects (1965-66)

Platteville

Summer program - 303 students (100 High School, 203 Elementary)
23 instructional staff members

Phases included:

1. Pre-kindergarten program
2. Programed reading instruction with consultants
3. Psychological and psychometric services
4. Sociological services (social worker)
6. Conservation area - field trips
7. Teacher workshop (in-service)
8. Specialists in art and physical education

Evaluations:

1. Metropolitan Reading Readiness
2. Gates Reading Inventory → Screening
3. Frostig Developmental Test of Visual Perception

4. Stanford Achievement - Elementary
5. S.C.A.T. - Secondary → Achievement
6. S.T.E.P. - Secondary
7. I.T.E.D. - Elementary and Secondary

8. Questionnaires
9. Teacher records, etc.
10. Consultant reports

A program designed to meet the needs of the "whole" child, from early developmental stages (pre-kindergarten) to secondary level. Use of team teaching, programmed learning, and small group instruction--supported by unique teaching techniques and audio-visual materials prepared for by teacher in-service meetings prior to, and during, the operation of the program. Supportive services designed to alleviate social and physical problems of disadvantaged children were: health services, social worker services (home visits included), psychometric and psychological services. These would seem appropriate for emphasizing the "preventive" aspect of teaching disadvantaged children.

Lastly, enrichment areas were provided through field trips, and the services of a physical education instructor and an art instructor. All were judiciously woven into the program.

Sparta

Alleviation of Educational Deprivation through Diagnosis and Remediation of Educationally. Psychologically, and Physically Handicapping Conditions.

This project is designed to conduct a thorough academic, psychological, physiological and sociological evaluation of underachieving children and to initiate procedures designed to alleviate the causes for underachievement.

This project is Phase I of a two phase program. The primary effort in this phase is directed toward screening, testing, physical examination, parental and child interviewing, home evaluation, initiating counseling and/or casework sessions with both the child and parents and the development of the academic program which will be initiated in phase II. Phase II will be a continuation of phase I plus the provision of specialized academic programs to meet the needs of these children.

A serious and concerted effort is being made to discover, analyze, and alleviate some of the basic psychological, emotional, and physical causes that prevent children from succeeding in school. A very complete and comprehensive staff of people was assembled and put to work in a clinical situation during the summer. The staff consisted of a part-time physician, a part-time dentist, a part-time psychiatrist, a speech therapist, two psychologists, a nurse, five social workers, an educational materials consultant, a director, and several secretaries.

Very comprehensive studies were made of the project children and complete dossiers were developed. The conduct of the staffings held on each student studied was the heart of the diagnosis. The diagnostic summary was made and specific recommendations for remediation were developed.

The work with the homes and parents by the social workers helped greatly with the diagnosis and also provided immediate help in improved attitudes and cooperation.

The work of the educational materials consultant in bringing materials into the homes and facilitating their use seem very effective.

All of this took place during the summer and was the first phase of the project. The remediation phase, with a reduced but similar staff, will take place during this school year.

The project budget was $42,095 and involved 142 students grades K-12.

Juneau Project 532 **$36,050.56**

"An enrichment experience aimed at the potential dropout"

As a part of increasing motivation in students in this primarily rural area, one particular phase of this project was the acquisition of livestock by the Agricultural Department to be given to the care of the student during the period of the project. The rationale for the project was based on several aspects of environment, expectations of the children, parental occupations, etc., which cannot be readily summarized here, but the ultimate conclusion was that these children seldom leave the area permanently, and a large majority will go into farming. Students were given the total responsibility (with assistance from instructional personnel) for providing shelter, maintaining appropriate feeding schedules, breeding, etc. One student converted an abandoned chicken house into farrowing quarters for a gilt. Another converted a similarly abandoned farm house into the quarters for his animal. Many personal experiences and successful aspects of the project cannot be dealt with in this minimal discussion, but positive gains were analyzed more thoroughly by subjective evaluation in the ANNUAL EVALUATION REPORT.

Neenah Project 591 **$39,641.**

"Development of a resource center for social studies to encourage and assist educationally deprived senior high school students.

Because of the dislike of many of the students identified in this project to do school reports, research-type activities, etc., a flexible research center was set up using the most up-to-date equipment, such as microfilm, readers, audio-visual equipment, a contemporary magazine library, machine copiers, and carrels. Students could come freely to the center in small groups or individually to choose their area of interest, especially focused on contemporary problems. The kinds of papers emanating from these activities involved the role of the Negro in contemporary society, an interest in the plight of the migrant, etc. A copy of an original theme resulting from this center is attached as Appendix XV.

Marshfield

The Marshfield outdoor education program funded under Title I is for educationally disadvantaged fifth grade pupils. Educational experiences include activities involving a study of nature, health and sanitation practices, and the development of skills related to outdoor recreational activities, such as archery, boat safety, etc.

The program has been successful because of the staff and its leadership. They have empathy for these children and gear learning experiences accordingly.

Colfax

A tutorial and small group developmental reading program for children. Intensive work with a teacher for 25 to 40 minutes per day. This was followed by a library service provided for the homes of the project students. Twenty to thirty high-interest library books sent to the home from the school at regularly scheduled periods.

Pre-school--Teacher visits the homes of project children, develops a unit, bringing educational materials (filmstrips, books [teacher reads]). Once per week children meet at school for a visit to some local resource--this is followed up by the teacher as she makes her home visit.

Fond du Lac (Summer Project)

The Fond du Lac summer project was geared to youngsters from five to eleven years of age and was developmental in nature. The academic program was supported by health, recreation, nutritional, and experiential activities. The most unique phase of the program was the experiential, in that the audio-visual department was utilized to reinforce each activity, providing tapes, pictures, and movies, prior to and during each of the planned experiences, thus providing the teachers with preview and review planning and reinforcing materials and information.

(g) *Projects Least Likely to Achieve Objectives and/or be Effective*

Inadequate Objectives

As has been discussed previously in this report, inadequate or ambiguous objectives have frequently resulted in less effective projects than those which have clearly delineated educationally appropriate and behaviorally-oriented objectives, which lead, in most cases, to more effective projects.

Totality of Approach

However, more importantly, it seems that those projects which concentrate on only one aspect, or symptom, of educational disadvantagement are those which have had the most limited effectiveness. That is, a project which identifies underachievers via a reading criterion often presumes that the ability to read better will insure school success. Factors relative to the home environment, health, extra-curricular activities, community facilities, relationships to other school personnel, etc., when not taken into consideration, seem to limit the focus of the project unnecessarily and result in limited success or positive change in the individual child's status in academic achievement.

"More of the Same..."

Further, those projects which concentrate on an "extra dose" of the same methods, materials, and approaches that the child has not been responding to in the regular school program seem to have limited success. For example, to place an educationally handicapped child in a remedial reading program held in the same school, with the same teacher, and relatively similar materials and procedures, seems to do little other than increase his resistance to/or lack of interest in school progress.

Inadequate Assessment

From the evaluative point of view, those projects which have not included more than just standardized testing, while perhaps being very successful with children, can expect to show little success "on paper", so to speak. That is, considering the many limitations of standardized testing, it is very appropriate to all Title I projects to include a variety of locally devised assessment techniques. A tentative checklist might be as follows:

Are the standardized tests chosen appropriate to the project objectives?

Are students given an opportunity to assess their own feelings about the program, their teachers, and activities?

Are parent's opinions and attitudes being assessed as a part of the program?

Are non-Title I personnel given an opportunity to assess the program as it affects the school and their individual relationships to students in the special programs?

Are teacher attitudes being assessed during the program?

Are objective observations (by persons not involved in the school or Title I) being obtained?

And, are pre-and post- measures being utilized in all of these categories, as well as intermittent measures, time samples, and similar continuous and consistent assessments .

Enthusiasm

Perhaps the most important criteria for success in a program, as well as the most intangible and immeasurable, is that of the enthusiasm of the personnel involved. Where administrative and instructional staff are ambitious, enthusiastic, and willing to "try anything" programs seem to be very successful. Where attitudes of resistance, reactionism, and negativism are seen, programs seem to reflect an aura of stagnation, or at least mediocrity.

(h) The programs which are most likely to be successful seem to be those that are positively juxtaposed to the items in (g).

A clear consideration of basic needs of the children; an organized approach to objectives, implementation, evaluation, and follow-up; a consideration of a total (but not "watered-down") approach; and inclusion of those elements affecting a child's life outside of the confines of the school seems to constitute, if one can generalize so broadly, an effective program.

(i) Summarize methods LEAs are using to develop or increase staff.

Improvement of the Work Situation for Teachers 29%

In about 25 percent of the responses, lay aides were hired as a part of the project. Twenty-five percent reported class loads were reduced in size. Forty-eight percent reported special equipment was purchased to aid the teacher.

In-Service 22%

About 50 percent of the projects within this category included in-service training as a phase of activities. About 30 percent utilized in-service programs outside of the project, and in other school districts.

Salaries 20%

Primarily the increase of salaries due to increased duties. Only one project reported special rates for project staff.

Special Recruitment 17%

A small number of LEAs reported contact with institutions of higher learning. It is interesting to note here that while the lack of qualified personnel was reported by respondents as a major problem, only a small number reported involvement in recruitment activities.

Advance Education 7%

Primarily in the form of tuition aids. While personnel is one of the major problems in the area, little emphasis is being placed on programs of active recruitment.

Other 3%

It should be noted that while the above projections are based on a significant sample, the data may indicate trends but are not necessarily generalizable to a majority of school districts in Wisconsin, due to the various nature of such districts. Further, use of projects counting as "one" and equal to any other does not provide appropriate weighting. For example, lack of qualified personnel may indicate six vacancies in an urban community, as contrasted to one half-time person in a smaller rural area.

It is interesting to note that while personnel was listed as a problem in 110 projects, and was partially responsible for the failure of 32 projects to become operational, less than 20 percent of project schools are aiding personnel in obtaining advanced education.

The following table presents the most popular activities for increasing and developing staff.

Improvement of Work Situation	418 projects
In-service	329 projects
Increased Salaries	286 projects
Recruitment	243 projects
Support for Advanced Education	103 projects
Other	51 projects.

12. ANALYSIS OF EFFECTIVE ACTIVITIES AND METHODS

In order to provide the most flexible format for LEA reporting of effective activities, no structured categories or alternative responses were established, but an example for each grade level was given. It was felt that this question would allow project participants to report the subjective data which, according to some LEAs, had been de-emphasized in Title I evaluations. However, in the main, response to this item tended to center on equipment rather than actual activities. The inference may be made that the activities emanating from, or connected with, the use of equipment and materials are intended to be the focus of effectiveness rather than the acquisition in itself. Perhaps a quotation from an actual project evaluation will best exemplify this point. For a specific project, equipment and books were listed under effective activities. This statement followed.

> Because of our previous lack of audio-visual equipment, these children were unfamiliar with such instructional aids; therefore, they enjoyed and responded to the new stimuli.
>
> Boys, in particular, were fascinated with new machines. One teen-age boy, usually mischievous and somewhat a problem, was surprised when he played back a tape recording of his own reading. This resulted in his mother being invited to the class to hear him read his part in a little play. No big gains were made by him on tests, but teachers felt that his attitude toward schoolwork had changed.
>
> Another child told the teacher that this was the first time he had ever had a book he really liked. A gain, a change which could not be measured by any test!

(a) For each school level listed below, cite the five project activities which you judge to have been most effective. (Within the general category, specific designations are ranked in order of prevalence.)

(1) Early Years--	Percentage of Popularity Based on 10% Random Sample
Special Equipment and Materials	59%
General Statement--Use of "Special Equipment" (26% within Category)	
Peabody Language Development Kit	
Programmed Reading Material (SRA)	
Readers Digest Skill Builders, and Similar Workbooks	
Recordings (Especially for Rhythm, Games, etc.)	
Filmstrips	
Overhead Projectors	
Games, (Especially Word, Reading Games)	
Round Robin Series	
Experience with Chart Stories	
New Books	
Use of Mirrors	
Home Relationships	12%
Parent-Teacher Conferences	
Bringing Materials from Home	
Parent-Student-Teacher Conferences	
Parent-Teacher-Nurse Conferences	
Health and Nutrition	3%
Eating in Social Group	
Butter and Ice Cream Making	
"Tasting Parties"	
Supportive Services	10%
Counseling	
Teacher Aides	
Cooperation with Public Library	
Diagnostic Testing	
Health Screening (Eye, Ear, Dental)	
Speech Correction	
Observation of Children	
Having Specialists	
Other Special Activities and Techniques	17%
Correlation of Programs (Reading with Writing)	
Field Trips (60% Within Category)	
Art Activities	
Summer School	
Small Group Work	
Oral Reading and Library Hour	

Dramatization of Stories
Construction of a Farm
Studying Safety on a Bus
Puppet Shows
Use of Role Playing as Diagnostic Tool
Psycho-Motor Activities

(2) Middle Years

Special Equipment and Materials 63%
- Equipment Generally (27% within Category)
- Programmed Reading Material (SRA)
- Use of Recordings
- Hi-Interest, Low Vocabulary Books
- Magazines and Newspaper
- Reading and Word Games
- Filmstrips
- Cyclo-Teacher Math
- Bookmobile
- Color Squares
- Readers Digest Skill Builders
- Travelogue

Home Relationships 10%
- Parent-Teacher Conferences
- Working with Parents
- Parents on Field Trips
- Parents Attending Children's Therapy Sessions
- Student-Parent Conferences
- Parent-Teacher-Nurse Conferences

Supportive Services 7%
- Special Speakers
- Teacher Aides
- Counseling
- In-Service
- Remedial Reading Teachers Working with Classroom Teachers
- Nurse Presenting Units of Bacteria and Unsanitary Conditions
- Testing
- Health Screening

Special Activities and Techniques 20%
- Field Trips (66% within Category)
- Scale Models
- Art Activities
- Summer School
- Farm Project
- Free Reading Period
- Puppet Shows

- Library
- Dramatic Expression
- Making Soap
- Mingling with Peer Group
- Thought-Questions on Personal Issues

(3) Teen Years

Special Equipment and Materials 53%

- Equipment Generally (29% within Category)
- Programmed Reading Materials (SRA)
- Use of Recordings
- Low Vocabulary, Hi-Interest Books
- Films
- Readers Digest Skill Builders
- Reading Games

Home and Family Relationships 11%

- Parent-Teacher Conferences
- Personal Letter to Parents
- Home Visitations
- Soliciting Help of Parents in School Activities
- Parent-Teacher-Nurse Conferences

Special Activities and Techniques 18%

- Field Trips (33% within Category)
- Resource Speakers
- Students Keeping Daily Journal
- Students of Higher Ability Tutoring Others
- Use of Leisure Time
- Debates
- Puppet Shows
- Construction of Table Model Driving
- Hobbies as Focus of Reading Activities

Supportive Services 13%

- Psychotherapy
- Social Worker
- Counseling
- Individual Testing
- Library
- Speech Correction
- Picnics with Parent and Student (Including "on the spot" Conferences)

Health Services 5%

- Health Screening
- Having Breakfast
- Follow-up on Health Problems

12. EFFECTIVE ACTIVITIES (continued)

(b) *For each of the project areas listed discuss strengths, weaknesses, etc.*

As stated in Item (a) of this section, the free structure of the question format gave LEAs an opportunity to generalize within any limit--no minimums or maximums requested. The majority of reports did not utilize this section of the evaluation report. Several reasons seem apparent for this:

Equipment

Within the popular category of equipment it is obvious that many of the problems and successes center around the teacher's ability to acquaint herself with operational procedures, most effective utilization with groups and individuals, attitudes toward the use of equipment, and incorporation of special training into in-service activities.

Many comments were received that equipment and materials were misrepresented by companies. That is, certain claims were made that the materials were appropriate for disadvantaged children when, in fact, this was a statement based on little or no evidence. Many orders were taken which could not be filled. Many companies "pushed" package deals on school districts--again, with little basis for justifying appropriateness to Title I. Companies generally took more orders than they could conceivably fill.

Other

The major problem categories discussed in two sections of this report are generalizable to this section.

10. GENERAL ANALYSIS OF TITLE I

Generalize about the effectiveness of Title I in enhancing educational opportunities, experiences, achievement, and general attitudes toward education.

Reality in Education

One of the most effective aspects of Title I is its impact on the attitudes of school personnel toward the importance of cultural experiences outside of the school as an essential element in a child's ability to take advantage of the opportunities within the school. No longer can the assumption be made that because equality of education exists in the minds of school personnel, that equality of education is a reality. The community without the school confines is no longer willing to accept educational clichés as programs, or accept hackneyed statements that the school will foster democracy and elevate "God and Mother"

If anything, Title I has served to discipline educators to assess purposes (objectives, perhaps) in *communicable* terms. That is, understandable to themselves, to students, to parents, and to the community at large. Title I, in a small measure, has increased "honesty" among school people; and, as they have begun to define their goals and programs realistically, creative energy has been released for effective implementation--rather than misdirected to ill-defined goals susceptible to chaotic implementation.

Doing Something

If nothing else, Title I has forced most schools to do something relative to disadvantaged students. The money has been there--the children have been identified--disadvantagement is "in", not a blight on the community--and the community, as well as the state, has encouraged creative participation in the program. In other words, Title I cannot and could not be ignored!

Spotlight on Shortcomings

Availability of money has enabled schools to admit to many shortcomings without being threatened by such admissions. That is, a school that did not have adequate audio-visual programs could now admit its inadequacies and supplement existing programs under Title I. Teachers could admit that they couldn't adequately meet the needs of certain children without special assistance, and that assistance could be provided. However, within this "spotlighting" many schools took the most obvious or easiest way out, without considering the basic causes of the children's problems and inadequacies, and thus focused on symptomatological approaches which may have been engendered by the school system itself, rather than giving serious consideration to basic needs and problems of the children.

Innovation or the Lack of...

It is a truism that the Title I programs were to be innovative... adjectives, *ad infinitum*, and schools, we feel, seriously tried to be innovative. However, a reading program in a school that had never had any specialized activities was, in fact, innovative to their conceptualization. Mere acceptance of non-public students into a public school program was innovative in some area,-- according to the school's conception of innovation. However, the lack of innovative projects--or those which introduced a concept or method which was *new* outside of the limits of the school itself--was, perhaps, a weakness in Title I. But the introduction of programs new to schools themselves, and which gave recognition to considerations of disadvantagement may, on the other hand, have been the most innovative activity of Title I.

"How Different is Different?"

Another position in an analysis of Title I is that educators, while accepting philosophically the existence of educationally disadvantaged children, were forced to pinpoint, or try to understand, what characteristics of these children made them different from children that succeeded in school. Certainly, poverty alone was not the answer--inability to read was not the total consideration--health problems were not the primary detriment to school achievement. In trying to generalize to all children affected under the Title, schools now are beginning, hopefully, to seriously consider the differences in children that have been given pedagogical lip service by educators for years, and to consider why and how and if programs should be different.

Lack of Leadership

The impact of Title I has pointed out an appalling lack of educational leaders, or those leaders in education willing to take responsibility within a program of this magnitude. While this point is discussed more thoroughly under Item 4. *MAJOR PROBLEMS* it must be reconsidered in a general analysis of Title I.

En Toto

Across the country, from hard facts or soft data, test scores, teacher impressions, parent reactions, finger-printed and smudged notes from children, etc., the reaction to Title I in general has been that it has, in fact, had a significant impact on education, and that the disadvantaged children are being given a greater opportunity to participate in the existing educational system. Within the first year of operation, with the mammoth problems, hang-ups, and a majority of people who completely "lost their cool", the fact that Title I got off the ground, and in addition accomplished significant gains is pretty phenomenal!

8. COOPERATIVE PROJECTS BETWEEN DISTRICTS:

(a) *List and briefly describe the successes in developing and implementing cooperative projects between two or more districts.*

The primary successes in developing cooperative projects have been: to have achieved implementation of some cooperative projects and to enable schools with small allocations to expand services through pooling of allocations, or parts of allocations, which might not otherwise have been possible. The cooperative projects are characteristic of rural areas where disadvantaged children are rather sparsely scattered through districts, rather than concentrated as may be the case in larger cities. Thus, in a cooperative project a psychological service might be established with an itinerant team serving several schools in a county area, crossing school district lines. Also, cooperative projects have in some instances been able to locate physically in institutions of higher learning rather than schools per se in order to utilize special services which might not be available elsewhere in the less populous regions of the state.

(b) *List and briefly describe the problem areas involved in developing and implementing cooperative projects between two or more districts.*

The problem areas have been in achieving the degree of cooperation between administrators that is necessary to achieve implementation of cooperative projects. Each administrator in the project must be assured that his school will profit equally, and that the services will be worth, from his point of view, the increased administrative effort involved in developing cooperative projects. Some administrators (though very few in number) fear cooperation may lead to consolidation, and the engulfing of his district within a larger district. Assurances must be clearly given that cooperation in Title I projects in no way affects reorganization activities on a state administrative basis.

(c) *List and briefly describe any suggestions or recommendations for revising the legislation concerning cooperative projects between districts.*

Individual SEA supervisors have recommended cooperative projects wherever the circumstances seem appropriate, and have especially encouraged CESA representatives to take the initiative in helping schools develop such projects. Where schools with small basic grants have indicated that they will not apply for Title I funds, a special effort has been expended to explain the advantages of cooperative projects.

At the present time, no specific recommendations for changes in legislation are suggested. Establishment of minimal levels for projects ($2,500) seems to assure that with the local initiative and SEA leadership and encouragement, cooperative projects will continue to be an important feature of Title I activities.

It is expected as the role of the CESA agency is more firmly established in the school district, and as that agency is able to expand its service activities, greater attention will be given to cooperative projects.

Further, as planning of projects becomes more sophisticated, it is expected that projects will become more comprehensive and require more specialized personnel. Considering the nation-wide personnel shortages, many school districts, of necessity, will be more desirous of cooperative projects for the sharing of highly specialized service personnel.

8. TABULAR DATA

(A) *Group by project objectives the five most commonly funded Title I projects in your state.*

During the first year of Title I, the delineation of appropriate project objectives seemed to be one of the most difficult tasks administrators faced. This delineation was also the one area within the project application which was most poorly answered in a majority of cases. The reasons for this are probably similar to reasons given for other shortcomings in the first year of operation--inadequate time, lack of experience, lack of data regarding individual school needs, and many other reasons.

It was further found that few projects--even though covering the same general area, such as improving reading skills--enjoyed consistent or comparable objectives. For example, three projects classified as having developmental or remedial reading programs incorporated the following as their primary objective:

> "To make better individuals and citizens."
>
> "To increase my vocabulary."
>
> "To provide remedial instruction in communicative skills."

The three examples are also very "poor" objectives when considered against the criteria of necessary elements of educational objectives.

Thus, it was felt that little could be accomplished by grouping project objectives--if, in fact, this were at all possible!

The most compatible classification seems to be that of project type, as chosen by the LEA, and presented in questions II, 3. and 5. of this report.

However, in an attempt to provide some information for this item, a very general grouping is presented in Table Q, with a sample of objectives in order of prevalence. This sample is based on 10 percent of all projects.

It is felt that the five most commonly funded projects grouped by objectives would not be similar to the five most commonly funded projects grouped by project classification.

(B) *Within each of the five categories in (A) analyze the most common approaches used to reach these objectives.*

As in Item 8. A., preceding, it is felt that it is not possible to answer this question on a state-wide basis. The majority of projects utilized numerous approaches to achieve project objectives, and these approaches are overlapping to several objectives. All projects provided equipment and supplies to approach stated objectives, for example. Further, presenting a categorization of approaches was not considered conducive to innovation and creativity in the early stages of planning Title I Evaluation. It was felt that a concentration on effective approaches would provide more meaningful and obtainable (!) data. This seems to have been borne out in the example of the use of categories for objectives in this year's operation. Most schools have elected to check the categorized objectives instead of developing objectives appropriate to their respective schools.

In initiating data processing of 1966-67 project applications, many "approaches" will be ultimately analyzed, such as specific equipment utilized and use of teacher aides; but lists of approaches, per se, will not, at this time, be considered as a meaningful part of the evaluation.

In order to quantify approaches, at the state level, it is necessary to provide schools with schemes for checking and/or a clear and acceptable definition of an approach. That is, without a scheme or criterion, one school might consider SRA programs under the "tutorial approach to reading". Another school might classify the trade name as an approach within itself. Further, even a general system for classification becomes too broad for meaningful interpretation. For example, to say that ten projects utilized in-service training is not the same as defining in-service as the reproduction of a speech circulated to the staff in one project, and a three-day workshop in another project.

TABLE Q

TYPICAL OBJECTIVES

PRIMARY (in rank order)	SECONDARY (equally ranked)
Language (Reading, Communication Skills, etc.)	
To raise the reading level (improve reading skills) 68%	Increase vocabulary
Improve achievement	Make better citizens and individuals
Provide remedial instruction	Teach methods of word attack slowly
Improve comprehension	
Other Academic Areas	
Increase math efficiency	Develop an appreciation of our historical heritage
To increase library and expand hours	Improve performance in skill areas
	To determine individual needs and problems
	Effect a higher level of competency through an organized approach to learning problems
	Improve writing skills
	Use numbers at age and grade level
	Increase computational skills
	Improve science
Miscellaneous	
Improve morale and attitude	Eliminate speech difficulties where possible
Foster greater interest in school	Improve self-concept
Provide enrichment	Provide enriched educational background
	Diagnosis
	Reduce failures
	Determine causes for language and behavior problems
	Help the seriously maladjusted

SEA Effectiveness

In attempting to determine the effectiveness of SEA efforts as perceived by LEAs, a ranking item was included in the evaluation.

Fifty-four percent of the respondents ranked State Department efforts as very helpful, with 41 percent choosing fairly helpful, for a combined total of 95 percent. Twelve respondents ranked the SEA as disinterested, seven, not helpful, and seven, detrimental. In analyzing the narrative comments of the respondents in the latter two categories, the primary reason for the ranking was delay in project approval. In some cases these delays were listed as the reasons projects did not become operational. (Refer to section on non-operational projects.)

It is interesting that of those ranking the SEA as a problem (9 percent of total projects) in the section of "Primary Problems in Implementation," 36 percent of that number ranked the SEA as "very helpful," with 55 percent ranking "fairly helpful", for a combined total of 91 percent. Only 4 percent chose "disinterested", 1 percent "not helpful", and 2 percent, "detrimental".

Initiation and Duration of Projects

Projects were coded by duration of the operation by semesters. The following chart presents the duration of project operation. The "Other" category represents projects not operating through a complete time block or errors in coding by the LEA.

Duration	Percent* of Total Projects
Fall Semester	less than 1 %
Spring Semester	26 %
Summer	46 %
Fall and Spring	less than 1 %
Spring and Summer	22 %
Fall, Spring, and Summer	less than 1 %
Other	4 %

The small percentage of projects commencing in the fall probably reflects the lack of time for planning prior to the availability of funds. Title I, unlike Title III, for example, had no provision, in its inception, for planning grants; and the haste with which the money was made available through legislative action did not allow schools adequate time for preparation of programs. While less than 1 percent of programs were initiated in the beginning of the school year, about 68 percent had begun by the second semester of the same year. The high percentage of summer school projects is in part affected by the same factor, but is also a reflection of districts receiving smaller allocations focusing their total effort on a "crash" summer program as the initial phase of Title I activities.

Average Daily Attendance (ADA) is no longer included in Wisconsin enrollment figures. As its primary use was in connection with determining state aids, and it has been replaced by ADM, the school districts are no longer required to report ADA. This is a national trend and a large number of states have adopted ADM alone for reporting purposes.

For purposes of this report ADM on a state-wide basis will not be included. However, incorporation of ADM for the past three years, and on a continuing basis will be a part of the data to be presented in a more thorough report for the second year of Title I operation.

At the present time certain representative samples of changes in absenteeism and dropouts are included in the Appendices (See Appendix 25 and 26).

Further, ADM for 1966 is included on a sampling basis based on the multivariate stratification system developed on a factor analytic model with wealth and population as the two controlling variables in this sample. Samples are representative proportionally across the state, and the sample, according to the preliminary report on the multivariate stratification system, is both reliable and valid.

Table 5, Appendix 27 will present available data, and serve as a viable benchmark (wow!) for the second year's operational report.

ADM by individual school for 1966 is not available at this time. However, ADM by school districts is presented for 1965 and 1966 based on the technique previously referred to.

Unless otherwise specified districts did receive Title I funds.

**ADM by School Districts for 1966 and 1965
Choices made by sampling system described
previously.**

Co.	Dist.	CESA	School	K - 8	9 - 12	Elem.	Sec.	Total
32	0245	11	Bangor	476	216	476	216	692
14	2744	13	Juneau	801	384	801	384	1185
09	0497	06	Bloomer	803	480	803	480	1283
05	2604	09	Howard, Suamico	1191	511	997	705	1702
71	0203	07	Auburndale	563	322	563	322	885
51	5852	18	Union Grove U.H.S.	---	594	---	594	594
				1965 DATA (Continues in respective order.)				
				465	224	465	224	689
				803	392	803	392	1195
				818	464	818	464	1282

ADM by School Districts for 1966 and 1965
Choices made by sampling system described previously.

1966 DATA

Co.	Dist.	CESA	School	K - 8	9 - 12	Elem.	Sec.	Total
31	0070	09	Algoma	418	430	418	430	848
31	2814	09	Kewaunee	817	523	817	523	1340
13	6181	15	Waunakee	505	368	505	368	873
03	0903	04	Cameron	456	194	456	194	650
32	4095	11	Onalaska	987	361	826	522	1348
47	1666	05	Elmwood	512	225	512	225	737

1965 DATA (Continues in respective order.)

407	417	407	417	824
759	497	759	497	1256
409	365	409	365	774
449	172	449	172	621

ADM by School Districts for 1966 and 1965
Choices made by sampling system described previously.

Co.	Dist.	CESA	School	K - 8	9 - 12	Elem.	Sec.	Total
26	3486	02	#1, Mercer (Non-Title I)	163	---	163	---	163
33	2240	14	Gratiot	201	73	201	73	274
08	5614	10	Stockbridge	49	144	49	144	193
42	2961	03	Lena	400	231	400	231	631
11	1736	12	Fall River	339	129	339	129	468
67	1030	16	#15, Genesee	84	---	84	---	84

1965 DATA (Continues in respective order.)

152	---	152	---	152
---	74	---	74	74
49	146	49	146	195
394	232	394	232	626

ADM by School Districts for 1966 and 1965
Choices made by sampling system described previously.

Co.	Dist.	CESA	School	K - 8	9 - 12	Elem.	Sec.	Total
58	5264	03	Shawano	2195	1226	1837	1584	3421
40	5355	19	Shorewood	1801	850	1467	1184	2651
06	3668	06	Mondovi	857	428	857	428	1285
52	4851	14	Richland Center	1555	801	1373	983	2356
36	6370	11	West Salem	589	347	589	347	936
13	3675	15	Monona Grove	2479	938	2479	938	3417
				1965 DATA (Continues in respective order.)				
				2141	1225	1777	1589	3366
				1781	819	1453	1147	2600
				867	414	867	414	1281
				1549	793	1357	985	2342

Because LEA reporting is not always consistent or complete, the use of evaluation devices including standardized testing has been difficult to evaluate, as frequently form numbers, grade levels, etc., were not specified. The following material does present the most popular devices within two categories by standardized device.

A more sophisticated analysis of the results of these devices, including group means, medians, and quartile changes may be included as a later appendix. At the present time, certain representative projects which have presented "hard" data, under appropriately controlled conditions will be presented. While this material is not presented on a scientific sampling basis, it is felt that the care with which it was obtained and concern with experimental integrity makes it more valuable than much of the state-wide material.

The following shows the evaluation devices used by the local educational agencies. The LEAs are listed by project number.

Achievement Batteries

American School Achievement Tests

4
322

559
586

California Achievement Tests

4
58
66
189

245
337
339
357

367
394
398

416
425
441

446
484
534

549
640
647

California Basic Skills Tests

28
145
345

Gray-Votaw-Rogers General Achievement Tests

43
199
209

209
330

Iowa Tests of Basic Skills

7
11
14
18
24
25
31
34
35
61
62
67
889
91
101
110
111
113
116

120
122
124
127
130
141
144
157
158
164
166
181
188
196
210
215
226
227
230

238
239
243
246
247
248
251
254
259
260
281
286
311
316
317
326
330
331
332

333
335
337
344
349
350
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369
370
372
373
392
393
394
400
403
419
425

429
431
436
443
446
448
450
455
456
460
465
466
488
490
504
507
510
521

534
541
545
551
561
577
595
616
618
625
626
640
646
650
660

Iowa Tests of Educational Development

34
56
111
210
299
452
454
541

Metropolitan Achievement Tests

20
27
50
60
81
90
110
111
113
116
133
139
140
160
163
165
166
167
169
170
191
199
207
215
220
224
228
232
256
258
265
272
274
276
282
318
328
335
340
343
347
360
370
377
432
436
445
448
477
478
479
496
503
508
509
510
511
513
523
529
537
540
541
549
551
554
585
616
618
624
650
663

National Achievement Tests

224
423
501

National Educational Development Tests

384

Public School Achievement Tests

62
394

Pupil Record of Educational Progress

238
545

SRA Achievement Series

56
80
83
85
112
119
121
146
176
196
205
219
282
309
333
362
384
384
419
424
447
478
536
549
555
565
621
633
646
672

Scholastic Aptitude (Intelligence)

American School Intelligence Test

228

California Short-Form Test of Mental Maturity

24
40
42
64
230
232
237
243
264
276
431
449

California Test of Mental Maturity

166
308
332
450
452
511
545

Goodenough-Harris Drawing Test

14
41
226
237
283
450
454

Hennon-Nelson Test of Mental Ability

61
124
146
155
166
181
228
299
406
545
616

Kuhlmann-Anderson Intelligence Tests

215
351
356
488
517

Lorge-Thorndike Intelligence Tests

24
120
149
159
164
272
338
391
448
466
504
660

SRA High School Placement Test

8
60
151
250
456
545
640

(STEP) Sequential Tests of Educational Progress

53
71
83
90
128
134
141
146
154
155
156
176
197
202
214
226
227
230
233
252
268
360
406
418
419
452
559
571
616

Stanford Achievement Test

5
13
14
24
31
51
53
67
72
84
85
86
102
114
115
151
152
154
161
162
163
165
188
214
228
236
242
246
247
248
249
278
280
281
290
308
311
319
326
332
336
339
358
372
383
389
420
426
440
452
456
459
464
471
481
490
497
499
519
561
602
603
612
625
626

Wide Range Achievement Test

96
103
238
344

Other

90
120
133
178
188
326
402
407
431
442
445
455
507
529
564
565
566
610

Otis Group Intelligence Scale

650

Otis Quick-Scoring Mental Ability Tests

228
276
342
344

SRA Tests of Educational Ability

8
159
254
370
429

Survey of Mental Maturity: California Survey Series

181
612

SCAT (Scholastic Competence and Attitude Test)

82
116
146
361
406
616
640

Peabody Picture Vocabulary Test

27
102
283
325
592

Wechsler Intelligence Scale for Children (WISC)

103
164
174
238
276
368
464
501
515
598
664

Other

Evaluation Devices Used

Grade Span	Number of LEAs	Achievement Tests	Intelligence	Reading	Study Skills	Voca- tional	Interest	Manual Dex. Mech. Ability	Misc.
P-3	22	10	5	8		2	2		1
4-6	65	44	14	52	1	4	4	1	4
7-9	223	188	38	196	5			1	9
10+	172	134	34	137	4	2		3	8
Special	38	35	8	22	1				2
Other	23	6	5	10					3

Table continued

		Personality	Language & Speech	Teacher-Made Tests	Teacher-Rating Scales	
P-3			1	9	2	
4-6			1	27	14	
7-9		3	1	71	42	
10+		3	7	60	28	
Special			3	28	7	
Other			1	11	4	

For interpretation of test categories please refer to manual of coding in Appendix 5.

Part IV: Tabular Data

Use of Standardized Tests in Language Arts Projects

Test	Pre-K-1	2	3	4	5	6	7	8	9	10+	Special
Achievement	65	92	115	111	116	115	101	90	54	45	6
Intelligence	4	6	7	8	9	10	9	9	4	4	0
Interest	none										
Personality	0	0	0	0	0	1	2	2	2	1	0

Total number of projects sampled: 158

Use of Standardized Tests in "Cultural" Projects

Achievement	1	1	1	0	0	0	1	1	1	1	0
Intelligence	0	0	0	0	1	1	1	1	1	0	0
Interest	0	0	0	1	1	1	0	0	0	0	0
Personality	0	0	0	0	0	0	0	0	0	0	0

Use of Standardized Tests in Supportive Services Projects

Achievement	3	3	3	4	3	4	3	4	4	4	2
Intelligence	0	0	0	0	0	0	0	0	0	0	0
Interest	0	0	0	0	0	0	0	0	1	1	0
Personality	0	0	0	0	0	0	0	0	0	0	0

Use of Standardized Tests in Personnel Improvement Projects

Test	Pre-K-1	2	3	4	5	6	7	8	9	10+	Spec.
Achievement	1	1	1	1	0	0	1	1	1	0	0
Intelligence											
Interest											
Personality											

Others not used.

Use of Standardized Tests in Vocational Projects

Test											
Achievement	0	0	0	0	0	0	0	0	1	0	0
Intelligence	0	0	0	0	0	0	0	0	1	1	0
Interest	0	0	0	0	0	0	0	0	0	0	0
Personality	0	0	0	0	0	0	1	1	2	1	0

Use of Standardized Tests in Pre School Projects

Test	Pre-K-1	2	3	4	5	6	7	8	9	10+	Spec.
Achievement	2	0	0	0	0	0	0	0	0	0	0
Intelligence	1	0	0	0	0	0	0	0	0	0	0
Interest	0	0	0	0	0	0	0	0	0	0	0
Personality	0	0	0	0	0	0	0	0	0	0	0

Use of Standardized Tests in Mathmatics Projects

Test											
Achievement	1	2	4	4	5	5	6	5	1	1	0
Intelligence	Not used										
Interest	Not used										
Personality	Not used										

Use of Standardized Tests in Library Projects

Test	Pre-K-1	2	3	4	5	6	7	8	9	10+	Spec.
Achievement	0	0	0	0	0	0	0	0	0	0	0
Intelligence	0	0	0	0	0	0	0	0	1	1	0
Interest	0	0	0	0	0	0	0	0	0	0	0
Personality	0	0	0	0	0	0	0	0	0	0	0

Use of Standardized Tests in Handicapped Children Projects (Special Education)

Test											
Achievement	1	1	1	1	1	1	1	1	0	0	0
Intelligence	1	2	1	2	2	2	1	1	1	1	0
Interest	0	0	0	0	0	0	0	0	0	0	0
Personality	0	0	0	0	0	0	0	0	0	0	0

TEACHER PUPIL EVALUATION CHECK LIST
Locally Devised

QUESTION 31

This device, constructed by the School Psychologist (see sample attached), consists of fifty-five items. Thirty-four of these items represent measureable accomplishments and twenty-one represent observable inabilities. The majority of the items were taken from the developmental scales of Terman, Gesell, and the Vineland. Some of the items on the "inability" side of the check list are described in the literature as characteristic of developmentally handicapped children.

The items were chosen to represent expected development of children with a chronological age: between five and six and/or a stage of developmental accomplishment that precludes success in the normal grade one curriculum. On the first thirty-four items the child received a point for each +, on the remaining twenty-one items he received a point for each 0. The largest possible number of points for any child would be fifty-five.

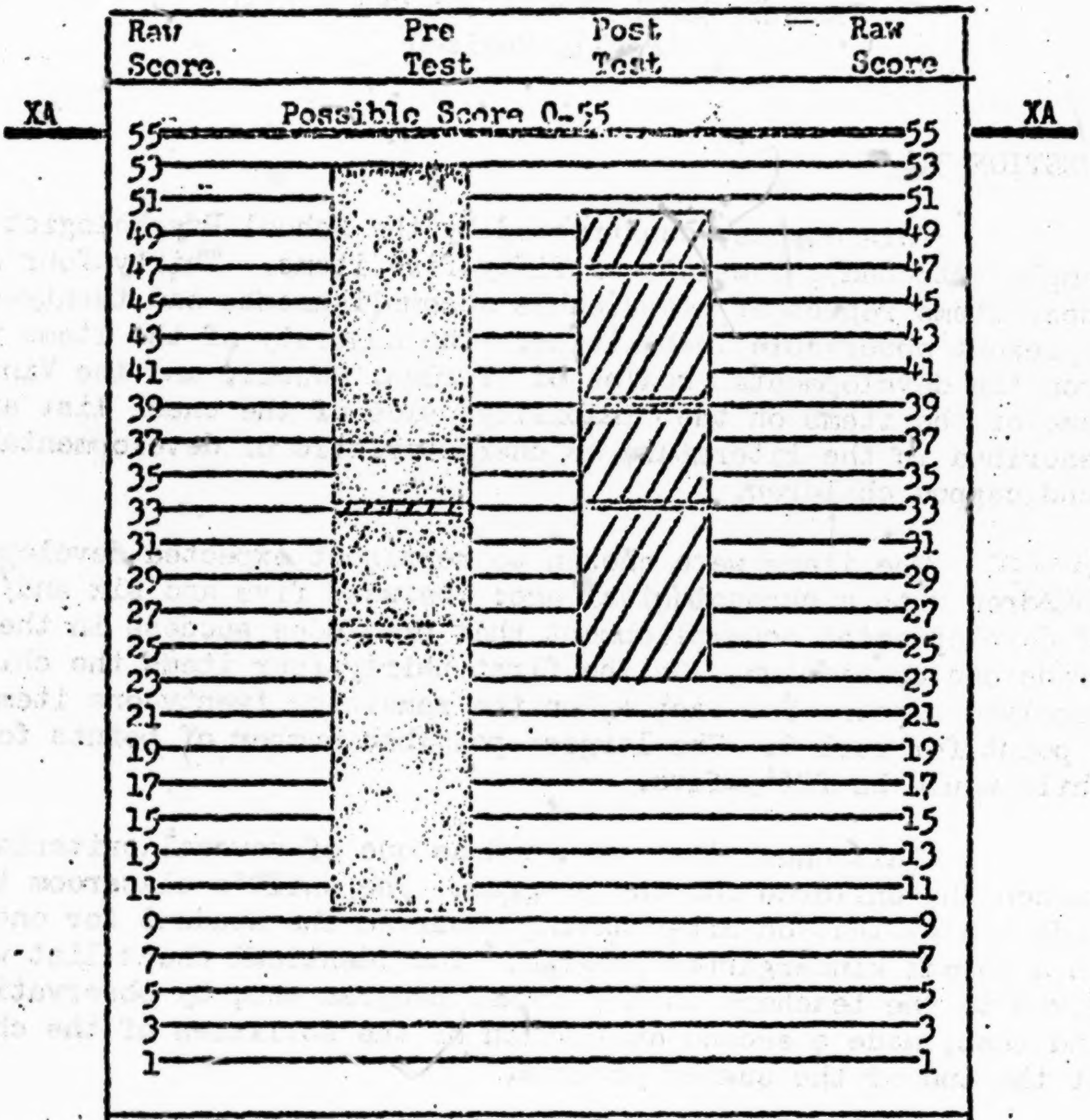
This check list was used as one of several criteria to screen the children for the program. The child's classroom teacher made the evaluation after having observed the student for one year in a normal kindergarten program. The identical check list was then given to the teachers in the summer program who, by observation and test, made a second evaluation of the abilities of the children at the end of the summer program.

The raw scores obtained by the children are treated as observable data in the same manner as the standardized tests used in the project to measure change.

Summer
1966

TEACHER PUPIL EVALUATION CHECK LIST
Locally Devised

A Comparison of Raw Score Range and Interquartile Distribution for Pre and Post Tests



Raw Score	Pre-test	Post-test	Raw Score
Total N	53	53	Total N
Range	10-53	23-52	Range
Q^1	26.09	33.25	Q^1
Median	33.05	38.8	Median
Q^3	36.35	46.99	Q^3

XA = All 55 tasks or behaviors should be credited to achieve expected readiness for normal grade one curriculum.

	Mean	Mean Diff.	t Value
Pre-test	32.4	6.2	4.315*
Post-test	38.6		

*Significant at the .001 level

TEACHER PUPIL EVALUATION CHECK LIST, LOCALLY DEVISED--
K-1 RESULTS, 1966

The total distribution of the pre-test resulted in a range of scores from 10 to 53. The range of scores in the post-test shortened significantly from 23 to 52 demonstrating that the students at the lower extreme were able to rectify several inabilities. The test assumes a perfect score of 55 to assure complete readiness for the normal grade one program.

Median Scores

In the pre-test fifty percent of the students achieved 33 or more of the expected tasks or behaviors as compared with the post-test median of 38.8 -- a positive change of almost six points. It can be observed from the chart that the pre-test middle fifty per cent made a significant rise in score range on the post-test with the pre-test median score of 33.05 becoming the post-test lower quartile score. This certainly appears as substantial improvement.

Q-1 Scores

As noted above the improvement in the range of Q-1 scores appears the most notable.

Q-3 Scores

Scores in this area were not improved in the direction of the expectancy goal, but it may be noted that the range of scores in the upper quartile was significantly shortened.

In summary the lower extreme of readiness inabilities, as measured by this device, appears notably shortened. The middle fifty percent of the cases show a significant improvement toward the expectancy goal.

TEACHER PUPIL EVALUATION CHECK LIST
Summer Pre-primary Program - 1966
Locally Devised

RAW SCORE INTERVALS	F	CF	X'	PRE-TEST FX'
52-55	1	53	53	53
49-51	1	52	50	50
46-48	2	51	47	94
43-45	3	49	44	132
40-42	2	46	41	82
37-39	5	44	38	190
34-36	11	39	35	385
31-33	10	28	32	320
28-30	1	18	29	29
25-27	8	17	26	208
22-24	4	9	23	92
19-21	1	5	20	20
16-18	3	4	17	51
13-15	0	1	14	0
10-12	1	1	11	11
				1717

N = 53

$\frac{FX'}{N} = \overline{X}$

$\frac{1717}{53} = 32.4$

MEAN = 32.4

MEDIAN Q^2

50% of 53 = 26.5
18 in CF is nearest smallest number
26.5 - 18 = 8.5
8.5 ÷ 10 = .85
.85 x 3 = 2.55
2.55 + 30.5 = 33.05

MEDIAN Q^2 = 33.05

Q^3

75% of 53 = 39.75
39 in CF is nearest smallest number
39.75 - 39 = .75
.75 ÷ 5 = .15
.15 x 3 = .45
.45 + 36.5 = 36.95

Q^3 = 36.95

Q^1

25% of 53 = 13.25
9 in CF is nearest smallest number
13.25 - 9 = 4.25
4.25 ÷ 8 = .53
.53 x 3 = 1.59
1.59 + 24.5 = 26.09

Q^1 = 26.09

TEACHER PUPIL EVALUATION CHECK LIST
Summer Pre-Primary Program - 1966
"t" Test

$$\text{Formula} = \frac{\Sigma D}{N} = \frac{334}{53} = 6.3$$

$$\sqrt{\frac{\Sigma D^2 - \frac{(\Sigma D)^2}{N}}{N(N-1)}} \qquad \sqrt{\frac{7962 - \frac{(334)^2}{53}}{53\ (53-1)}} = \sqrt{\frac{5857.2}{2756}} =$$

$$\sqrt{2.13} = 1.46 = \frac{6.30}{1.46} = 4.315$$

"t" = 4.315 significant at .001 level

TEACHER PUPIL EVALUATION CHECK LIST
Summer Pre-primary Program - 1966
Locally Devised

"t" Test

STUDENT	PRE-TEST	Post-TEST	D	D^2
1.	53	30	-23	529
2.	51	43	-8	64
3.	46	34	-12	144
4.	46	48	2	4
5.	45	43	-2	4
6.	45	35	-10	100
7.	44	42	-2	4
8.	41	47	6	36
9.	41	37	-4	16
10.	39	31	-8	64
11.	39	30	-9	81
12.	38	42	4	16
13.	38	45	7	49
14.	37	37	0	0
15.	36	39	3	9
16.	36	43	7	49
17.	36	47	10	100
18.	36	37	1	1
19.	36	41	5	25
20.	35	47	12	144
21.	35	35	0	0
22.	35	39	4	16
23.	34	31	- 3	9
24.	34	38	4	16
25.	34	37	3	9
26.	33	31	-2	4
27.	33	46	13	169
28.	33	52	19	361
29.	33	48	15	225
30.	33	29	-4	16
31.	32	40	8	64
32.	31	47	16	256
33.	31	47	16	256
34.	31	37	6	36
35.	31	38	7	49
36.	30	37	7	49
37.	27	44	17	289
38.	27	35	8	64
39.	27	44	17	289
40.	26	49	23	529

STUDENT	PRE-TEST	POST-TEST	D	D^2
41.	26	23	-3	9
42.	26	45	19	361
43.	26	44	18	324
44.	25	32	7	49
45.	24	26	2	4
46.	23	47	24	576
47.	23	25	2	4
48.	22	48	26	676
49.	20	28	8	64
50.	18	34	16	256
51.	16	26	10	100
52.	16	37	21	441
53.	10	41	31	961
			334	7962

TEACHER PUPIL EVALUATION CHECK LIST
Summer Pre-Primary Program - 1966

POST-TEST

RAW SCORE INTERVALS	F	CF	X'	FX'
51-53	1	53	52	52
48-50	4	52	49	196
45-47	9	48	46	414
42-44	8	39	43	344
39-41	5	31	40	200
36-38	9	26	37	333
33-35	5	17	34	170
30-32	6	12	31	186
27-29	2	6	28	56
24-26	3	4	25	75
21-23	1	1	22	22
				2048

N = 53

$\frac{FX'}{N} = \bar{X}$

$\frac{2048}{53} = \underline{\underline{38.6}}$

MEDIAN Q^2
50% of 53 = 26.5
26 in CF is nearest smallest number
26.5 - 26 = .5
.5 ÷ 5 = .1
.1 x 3 = .3
.3 + 38.5 = 38.8

MEDIAN $Q^2 = \underline{\underline{38.8}}$

Q^3
75% of 53 = 3.75
39 in CF is nearest smallest number
39.75 - 39 = .75
.75 ÷ 9 = .83
.83 x 3 = 2.49
2.49 + 44.5 = 46.99

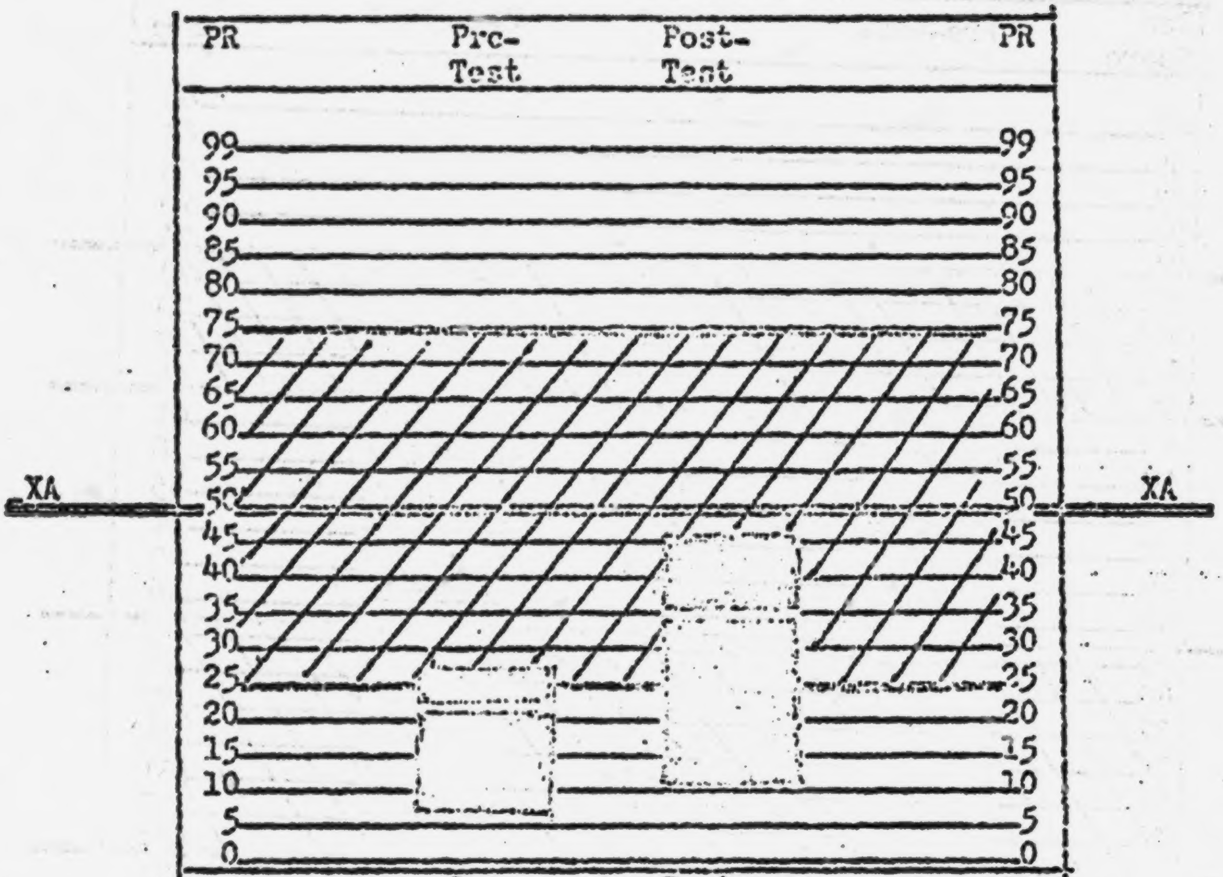
$Q^3 = \underline{\underline{46.99}}$

Q^1
25% of 53 = 13.25
12 in Cf is nearest smallest number
13.25 - 12 = 1.25
1.25 ÷ 5 = .25
.25 x 3 = .75
.75 + 32.5 = 33.25

$Q^1 = \underline{\underline{33.25}}$

METROPOLITAN READINESS TEST
Form A - 1965

Interquartile Distribution
(Percentile Rank)



PR	Pre-Test	Post-Test	PR
Total N	40	40	Total N
Q^3	27	46	Q^3
Median	22	35	Median
Q^1	7	11	Q^1

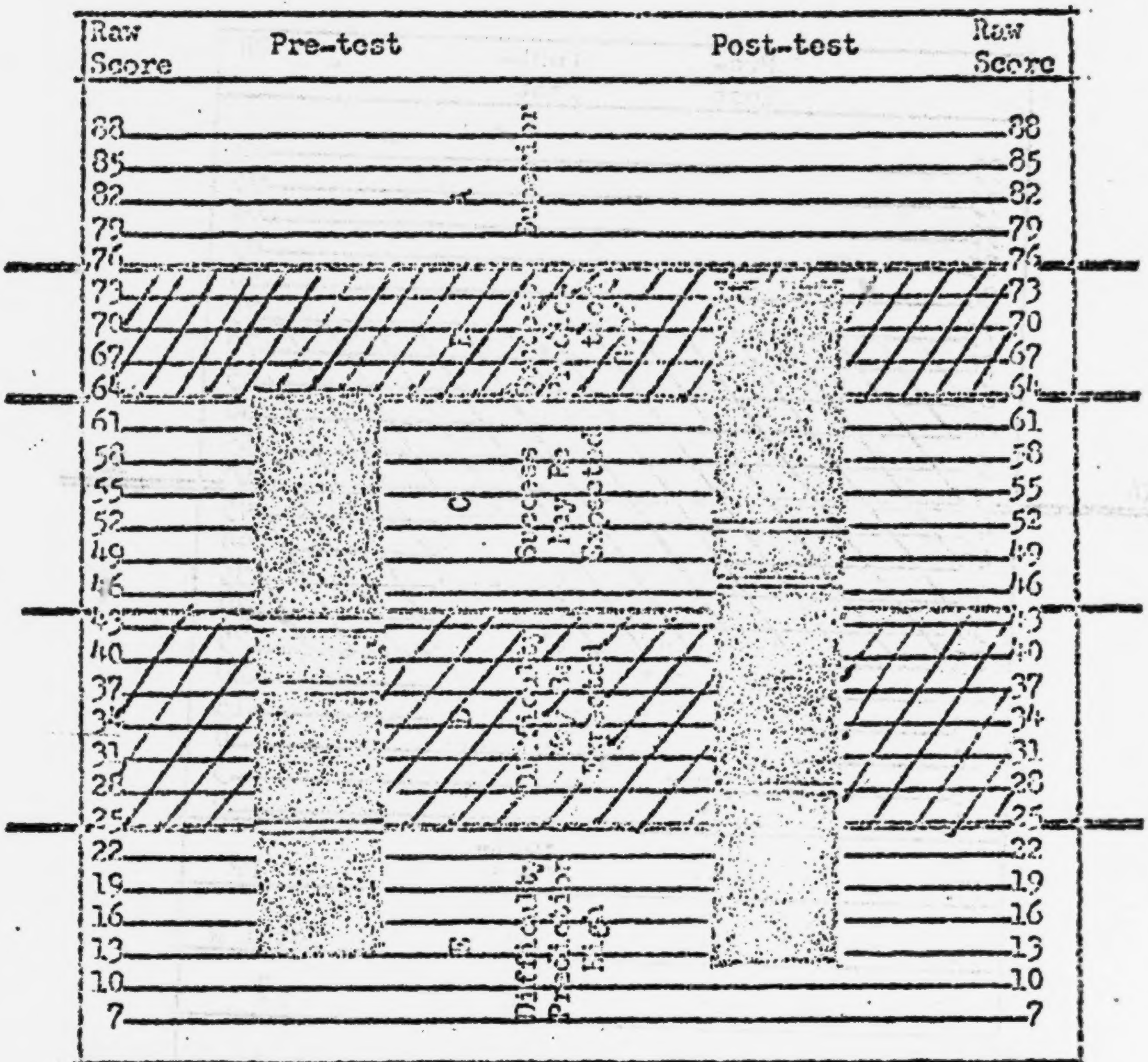
XA = expected achievement - national norms

Raw Score	Mean	Mean Diff.	t Value
Pre-test	36.7	6.88	4.083*
Post-test	43.58		

* Significant at .001 level

METROPOLITAN READINESS TEST
Form A - 1965

The Prediction Picture - Pre and Post - for Success in Grade One



Raw Score	Pre-test	Post-test	Raw Score
Range	65-13	75-12	Range
Q3	43.14	52.68	Q3
Median	38.51	47.25	Median
Q1	25.25	28.65	Q1
N	40	40	N

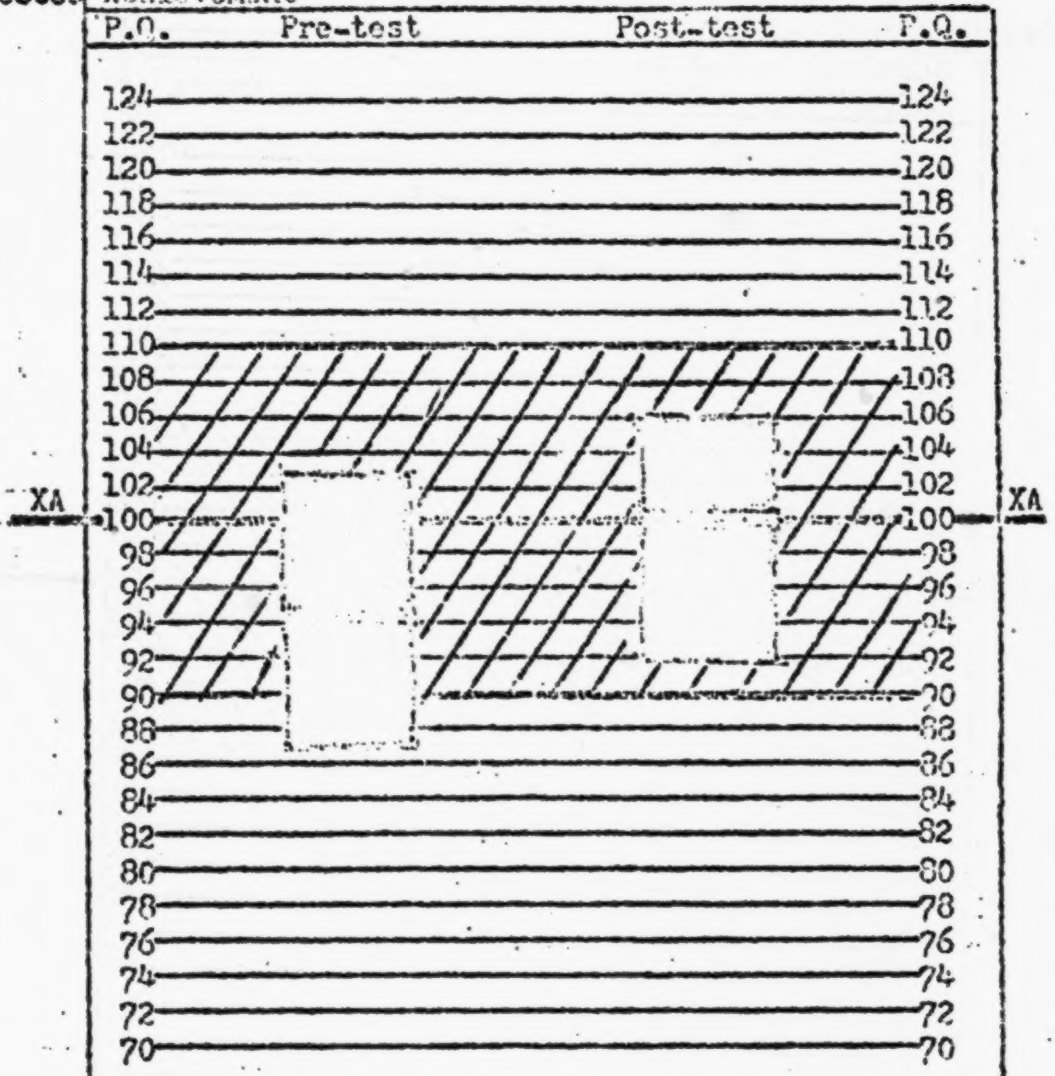
	Mean	SD
Metropolitan Norm	53.21	17.79
Project Pre-test	36.7	13.31
Project Post-test	43.58	14.93

Summer
1966

FROSTIG TEST OF VISUAL PERCEPTION
(1963 Standardization CA 4-8)

A Comparison of Interquartile Distribution
(Perceptual Quotients)

XA = Expected Achievement



P.Q.	Pre-test	Post-test	P.Q.
Total	53	53	Total
Q-3	102.75	106.07	Q-3
Median	94.32	100.01	Median
Q-1	86.76	91.85	Q-1
Range	117-68	122-76	

Frostig Standardization

Median	100
Q^1	90
Q^3	110
SD	15

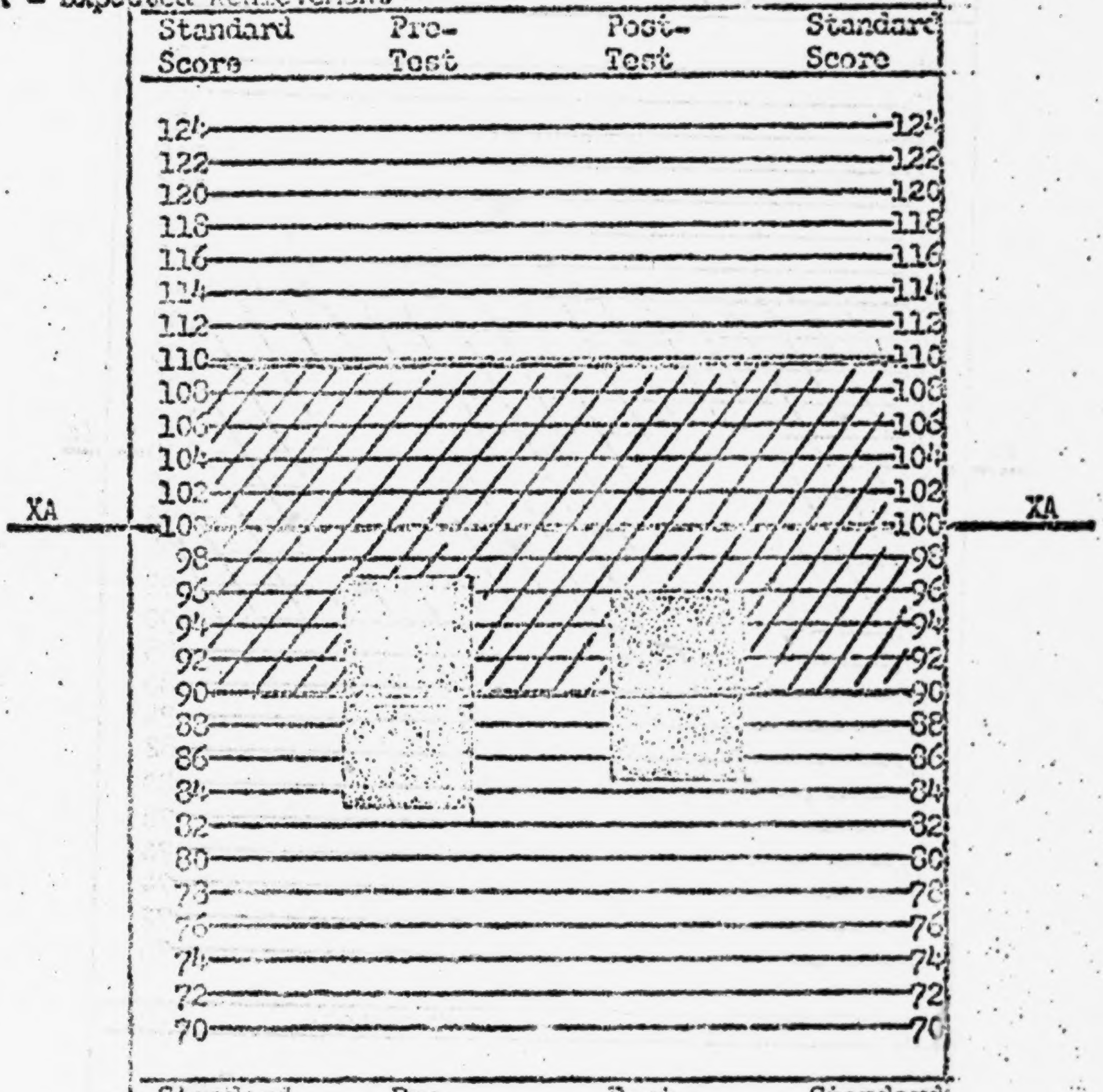
	Mean	Mean Diff.	t Value
Pre-test	93.3	5.32	3.486*
Post-test	98.62		

*Significant at the .01 level

GOODENOUGH - HARRIS DRAWING TEST
Draw-a-Man Scale

A Comparison of Interquartile Distribution

XA = Expected Achievement

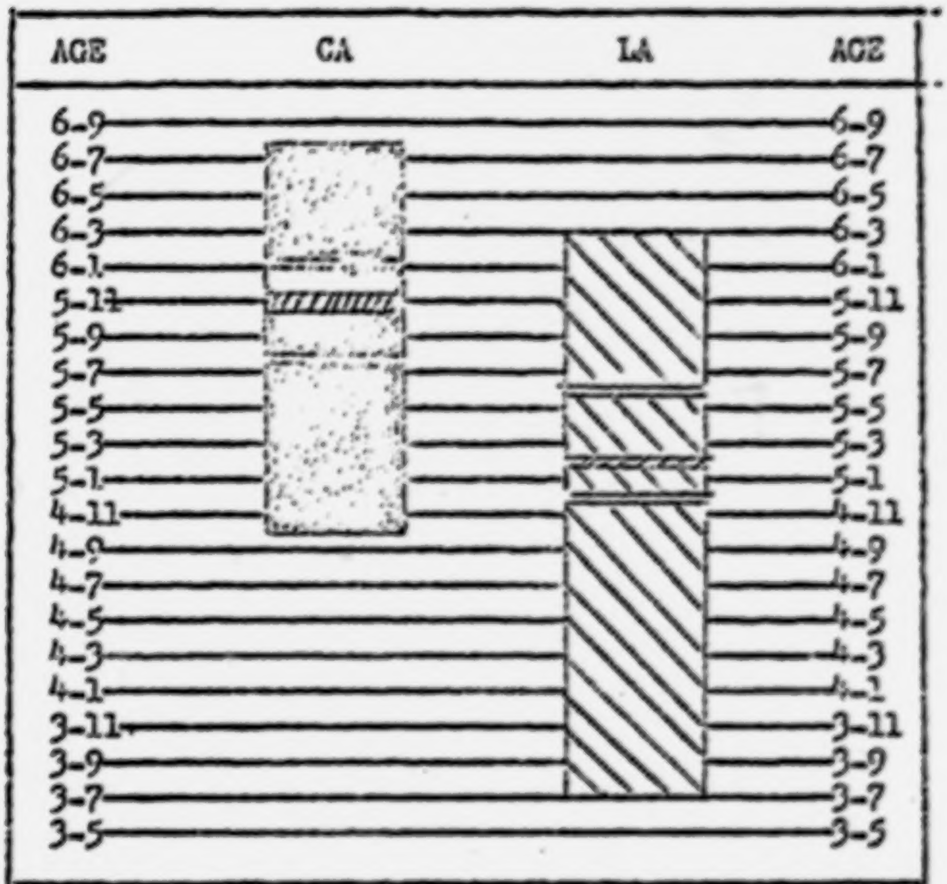


Standard Score	Pre-Test	Post-Test	Standard Score
Total	53	53	Total
Q3	96.95	95.60	Q3
Median	89.93	90.2	Median
Q1	83.63	85.49	Q1
Range	104-66	104-68	

Goodenough Standardization	
Median	100
Q^1	90
Q^3	110
SD	15

	Mean	Mean Diff.	t Value
Pre-test	90.1	.09	.8
Post-test	90.19		

ILLINOIS TEST OF PSYCHOLINGUISTIC ABILITIES
CA 2-8 - 1961
Language Age Range and Interquartile Distribution Compared to Actual Chronological Age Range and Interquartile Distribution



AGE	CA	LA	AGE
Total N	53	53	Total N
Range	4-10 / 6-8	3-7 / 6-2	Range
Q1	5-8	5-0	Q1
Median	5-11	5-2	Median
Q3	6-1	5-6	Q3

CA = Chronological Age LA = Language Age

	Mean	Mean Diff.
CA	5-11	- 8 mo.
LA	5-3	

1. 9 pupils or 17% achieved on LA at their CA or above

2. 44 pupils or 83% achieved a LA below their CA

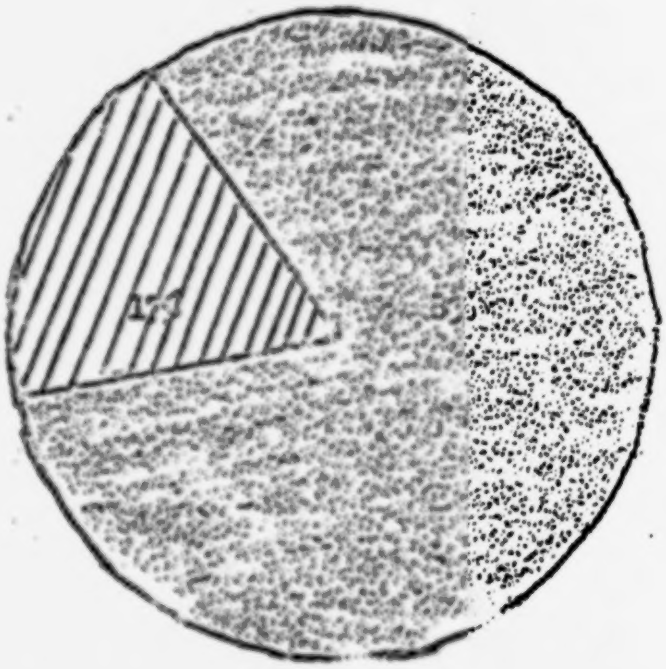


Table 2. Change Scores

Due to unanticipated inconsistencies, inaccuracies, and incompleteness in LEA reporting, as well as difficulties in the area of incomparability of data, gaps in analysis at the local level, and lack of staff previously expected to provide assistance in this section of reporting, this important area will not be reported until a later date.

Appendix XVI presents an example of the better reporting from the LEA level which will serve as a basis for completion of this section.

Table 4. Dropouts

According to the Division of Data Collection there is not at the present time a policy for reporting dropouts, nor will a policy be established in the immediate future. No statewide data is currently available, but several studies have been done in the past which will provide some basis for comparison when a more utilitarian study of dropouts is incorporated in to the evaluation report for the current year. The reader is referred to, THE DROPOUT IN WISCONSIN, 1963, A Report to the Governor's Committee on Children and Youth.

Table 6. Continuing Education

Statewide collection of information on education beyond high school is not practiced at this time. No information will be available for the current evaluation report, but baseline data will be collected in the current operational year, and established as a more complete section of the second year's evaluation. Certain schools have indicated an interest in establishing model procedures for data collection in this area. (e.g. Pittsville.)

While the information requested on the latter two tables is important in viewing Title I longitudinal effects, it is felt that the acquisition of such data at this point is only to provide a basis for comparisons and could not be considered meaningful or significant at this time, unless a project, or majority of projects, are directed at the upper age levels. In Wisconsin projects have been directed toward the lower age levels in a preventative effort, and it is felt that the effects of such programs will not be apparent within the next few years, that is, relative to dropouts and changes in continuing educational choices.

PART IV: NON-OPERATIONAL PROJECTS

Thirty-two projects in the state, for which funds were expended, were non-operational for various reasons. Each LEA filed a statement with the SEA as to the reason the project did not become operational. The two primary reasons were: lack of personnel to staff projects, and delays in receiving final approval. Project activity in most of these cases consisted of the purchase of equipment for use in commencement or expansion of the project at a later date.

These 32 projects have not been included in the analysis of the 547 Title I projects, as indicated in the Preface.

Planned Evaluation Design

Evaluation Design	Number of Projects
(1) Two group experimental design using the project group and a conveniently available non-project group as the control.	1
(2) One group design using a pretest and posttest on the project group to compare observed gains or losses with expected gains.	1
(3) One group design using pretest and/or posttest scores on the project group to compare observed performance with local, State, or national groups.	0
(4) One group design using test data on the project group to compare observed performance with expected performance based upon data for past years in the project school.	2
(5) One group design using test data on the project group, but no comparison data.	8
(6) Other	1
Total	13 respondents

Major Problem Areas

The following table shows the problem areas listed by the LEAs. Percentages are based on the total problem areas coded (40)--not the number of LEAs reporting.

Problem Area	Percent *
Personnel	30%
State Department	23
Equipment	18
Facilities	13
Evaluation	8
Design	3
Community Relations	0
Other	8

State Department Efforts

All projects were asked to evaluate the help given to LEAs by the State Department. Of the 24 respondents, 11 (46%) found the SEA "very helpful", while 10 (41%) rated the efforts as "fairly helpful", for a combined total of 87 percent. Two LEAs (8%) found the SEA "disinterested", and one agency considered the SEA to be "detrimental".

A certain inconsistency is apparent here, in that while 87 percent of respondents ranked the SEA in a "helpful" category, in the preceeding problem ranking the State Department efforts were ranked by 23 percent as a significant problem.

Relation to Institutions of Higher Learning

Eight non-operational projects (25%) were assisted by institution of higher learning. This compares to 27 percent in operational projects.

Non-Public Schools

Thirty-eight percent of the projects involved participation with non-public schools. The following table shows their estimate of non-public school cooperation.

Rating	Number of LEAs	Percent* of Total
Very Cooperative	8	67%
Fairly cooperative	3	25
Disinterested	1	3

One LEA found difficulty in dealing with non-public schools because of misconceptions regarding the scope of legislation on the part of these schools. Negative attitudes in the non-public schools was cited as a problem area in one report, while one LEA reported that it made no effort to involve non-public schools. The "Other" category was coded by two LEAs in describing their relationship with non-public schools.

Conference Participation

Twenty-three, or 72 percent of the non-operational projects, coded attendance at one or more evaluation conferences, 6 at Whitewater, 9 at Eau Claire, and 8 at Menasha. This compares to a conference attendence of 72 percent in operational projects. The following table shows the estimate of the conferences.

Rating	Number of LEAs	Percent* of Total
Very helpful	5	34%
Fairly helpful	14	67
Interesting but no help	1	5
Dull and no help	1	5

This compares with the following ranking by attendees having operational projects.

Very helpful	24%
Fairly helpful	64%
Interesting but no help	11%
Dull and no help	1%

C.A.A. *Relationship*

Four non-operational projects were situated in areas in which a Community Action Agency was located. The C.A.A. was ranked as "very cooperative" by 3 LEAs and "fairly cooperative" by 1 agency.

Other Titles and Cooperative Projects

Two non-operational projects were related to projects under another title of the Elementary and Secondary Education Act. Four projects were cooperative projects between districts.

Premises

Of the 25 LEAs that coded the location of their project, 24 coded "public school premises", and 1 coded "Other".

Time and Duration

Eight LEAs answered the question pertaining to the time during which their project took place. Six projects were held during the regular school day, 1 after school, and 1 during the summer. Children are not actually involved during these times, except in some cases of screening or preliminary diagnosis, but rather staff time is represented.

The following table shows the duration of project operations, based on responses by 27 LEAs.

Duration	Percent* of Total
Spring and Summer	26%
Summer Only	22
Fall and Spring	15
Spring Semester	11
Fall, Spring, and Summer	4
Summer and Fall	0
Fall Semester	0
Other	22

Personnel

Twelve persons were employed in the 6 projects reporting more than half-time personnel. In the 7 projects reporting less than half-time staff, 25 persons were involved.

Increasing Staff

Method	Percent* of Total
Support for Advance Education	16%
In-service Training	22
Special Recruitment	16
Salaries	16
Work Situation Improved	31
Other	3

9. NON-PUBLIC SCHOOL PARTICIPATION:

(a) *What steps have been or are being taken to encourage initiative of the local administrators in contacting non-public school officials?*

A series of bulletins and memorandums has been issued from the SEA clarifying the relationship of the non-public schools to Title I programs. (Appendices XI, XII)

In addition, representatives of the non-public schools are included on the Title I Advisory Board. (Appendix IV)

Appendix XIII describes the participation of non-public children and compares participation of public and non-public children in terms of number of children enrolled respectively in the district. Appendix XIV shows a sample of projects involving "shared time".

Fifty-six percent of all projects involved non-public schools in their projects. Schools involving non-public schools were then asked to evaluate the cooperation of the schools.

The following chart shows the ratings by Title I schools of non-public cooperation.

Degree of Cooperation	Percentage Ranking
Very Cooperative	83%
Fairly Cooperative	12%
Disinterested	05%
Not Cooperative	0

(b) *What successes have been experienced in developing and implementing public and non-public cooperative projects?*

This high degree of cooperation is perhaps the greatest success in this aspect of the program. Some projects included letters praising Title I--non-public cooperation, and specific activities which had not previously been available to the non-public children (e.g., speech therapy). In some instances non-public schools furnished their own transportation (e.g., buses, car pools). Several schools reported the development of a communicative interchange for the first time. Still others reported formation of permanent committees to consider joint problems and planning.

(c) *What problems have been experienced in developing and implementing public and non-public school cooperative projects?*

The evaluation also provided a spectrum of problems encountered by public schools relative to the non-public school. Table Z following lists the major problems from a sample of ten percent of projects responding to this item--not total of projects. Under the major problem headings, specific comments are summarized. All categories, major and sub-, are presented in order of prevalence.

(d) *List and briefly describe any suggestions or recommendations for revising the legislation concerning public and non-public school participation.*

In considering the relationship of the public and non-public schools in Wisconsin, state laws, rather than federal laws, seem more influential. While the most specific but minor legislative recommendation, based on LEA response, seems to be a need for bussing provisions--either through state or federal funds--the number of schools reporting this as a problem is less than 14 percent, considering the total number of schools cooperating with non-public schools. Certainly, such a consideration cannot be undertaken without careful study regarding its effect--fiscally, relative to segregation, and to the general constitutional framework and intent of the act.

TABLE Z.

PROBLEM AREAS RELATIVE TO NON - PUBLIC PARTICIPATION

Category	Per Cent of Total Respondents In This Category
Location and Transportation	44%
General problems: (Schools too far apart, too much time taken for travel, etc.) State law prohibiting public transportation of non-public children frequently cited.	
Previously crowded conditions	
Scheduling and Time Conflicts	19%
General	
Other activities conflicted: (Bible Schools,etc.)	
Misconceptions	19%
General misconceptions or lack of knowledge	
Presumption of general aid	
Desire for service on non-public premises	
Opposition to acceptance of any federal aid	
Separation of Church and State	
Desire for equipment for use in non-public school.	
Negative Attitudes **on the part of Non-Public Schools**	13%
Felt no help was needed	
Refusal to participate	
Participation contrary to church policy	

PROBLEM AREAS (Continued)

Category	Per Cent of Total Respondents In This Category
Matching Public School Needs to Non-Public Needs	8%

What percentage of non-public should participate? (In some cases, too many non-public, relative to allocation, desired to participate.)

* Inadequate screening criteria

* Public school objectives and needs differed significantly

* Non-public pupils lacked adequate background, (e.g., no "Modern Math")

Failure of non-public teachers to be available for in-service, follow-up, etc.

No disadvantaged in non-public school (Statement by only one project)

* Equal Ranking

TABLE S

e.

TIME AND LOCATION OF PARTICIPATION	NO. OF PROJECTS[1]	PERCENT* OF TOTAL PROJECTS	NO. OF NON-PUBLIC SCHOOL CHILDREN
On public grounds only:	517	95%	
During regular school day	162		3,076
Before school	0		0
After school	8		11
Weekends	0		0
Summer	273		6,559
Regular school day and summer	0		0
Regular school day and after school	10		165
Regular school day and weekends	2		50
Other	22		725
Total			10,586

One summer project operated on non-public school premises only. Eighteen projects operated on both public and non-public school premises--nine summer and nine during the regular day. Seven projects operated on other than public and non-public premises--two during the regular day, and five during the summer.

[1] Total represents duplicated count.

SERVICES TO HANDICAPPED CHILDREN: A REPORT OF TITLE I, ELEMENTARY AND SECONDARY EDUCATION ACT, ACTIVITIES IN WISCONSIN, 1965-1966.*

Title I of the Elementary and Secondary Education Act of 1965 is the major thrust of the national effort to "bring better education to millions of disadvantaged youth who need it most." The Congress has made available more than $1 billion for 1965-66, the first year of this title.

For the purpose of this program, the term "educationally disadvantaged children" means those children in a particular school district who have the greatest need for special educational assistance in order that their level of educational attainment may be raised to that appropriate for children of their age. The term includes children who are handicapped and children whose need for such special educational assistance is the result of poverty or cultural or linguistic isolation from the community at large.

Because of the great interest in the handicapped child and services to this child under Title I, the following section of the Annual Evaluation Report has been made available prior to completion of the total report of Title I activities in the State of Wisconsin.

Special Section: HANDICAPPED CHILDREN

Following the United States Office of Education format of placing asterisks beside questions to indicate special efforts regarding handicapped children, the SEA evaluation showed no projects amending answers in this manner. It was felt that the design of the questions was weak, and also that in projects not emphasizing handicapped children, little attention was given to the population in the Evaluation Report (not necessarily a reflection of program activities). Thus, the complete picture of services to handicapped under Title I, E.S.E.A., is not available for the 1965-66 Evaluation Report. According to reports of supervisory visits and special consultation, handicapped children were served primarily as a part of larger activity categories--communication skills and field trips, for example--and may not necessarily be reported in the evaluation format. Further, unless projects involve aids from the Bureau for Handicapped Children, Department of Public Instruction, the general attitude on the part of LEAs has been that it is not necessary to identify handicapped children separately, for evaluation reporting purposes. (Again, this statement does not necessarily reflect on program activities.)

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* This report is part of a total Annual Evaluation Report of Title I, E.S.E.A., which will be available in January, 1967, and will be disseminated to all school districts in Wisconsin.

An estimated 1084 children were served in handicapped projects, and approximately 132 teachers were hired in these projects, with the general category constituting a Title I expenditure of $158,347. (State Aids, local, and other funds are not included in this figure.)

Limitations of the data presented here may be clarified by the following examples.

In some projects including speech therapy, the project was not classified under the handicapped category, but rather was placed under the category of language. A more definitive technique for identifying such project activities will be incorporated in the coming year's evaluation, but information on this year's handicapped activities may not readily serve as a basis for generalization.

In another example, one of the Madison projects included a "crisis" teacher for the emotionally disturbed. However, this is only one activity within the larger project focus, and is not included in the analysis of the handicapped category.

An analysis of Title I projects emphasizing activities for the handicapped yielded the following data. Handicapped projects represent 3.6 per cent of total projects in Wisconsin. The table presents data on: the percentage of total handicapped projects, the percentage of all children, the percentage of funds, full-, part-time, and total staff, by type of handicap within the total category of projects serving handicapped children.

PLACE TABLE

ABOUT HERE

As presented in the table, Speech Correction represents the largest project category, (50%), but the largest number of children, (44%), was served under Special Learning Disabilities, (SLD), as compared to 35% in Speech Similarly, the largest commitment of funds was also in the SLD category--37% as compared to 17% in Speech.

Data on the ratio of pupils to staff is presented by type of handicap. The larger ratio seen in the category of speech is probably accounted for in the character of the program. Speech therapists typically serve larger numbers of children for a shorter period of time than may be served in a program for the mentally retarded, for example, which may require a classroom teacher, in addition to supportive personnel, possibly including the speech therapist.

PLACE TABLE

ABOUT HERE

SERVICES TO THE HANDICAPPED UNDER TITLE I, ELEMENTARY AND SECONDARY EDUCATION ACT

Category of Handicap	Per Cent* of Total Handicapped Projects	Per Cent* of Children Served in Handicapped Projects	Per Cent* of Funds	Per Cent of More Than Half Time Staff	Per Cent of Less Than Half Time Staff	Total Staff
Mentally Retarded	15%	4%	19%	15%	2%	9%
Emotionally Disturbed	0	0	0	0	0	0
Physical Handicaps	5	7	16	3	31	15
Special Learning Disabilities	20	44	37	42	41	41
Speech Correction	50	35	17	17	26	20
Language Therapy	5	2	1	3	0	2
Gifted Underachievers	0	0	0	0	0	0
Other	5	8	9	20	0	11
TOTAL				56%	44%	

* Percentages may not equal 100 due to rounding errors.

PUPIL-STAFF RATIO

(Staff is defined as Total Staff, both Full- and Part-Time)

This table is not to be generalized to pupil-teacher ratios, as staff in many cases includes administrative personnel.

Categories of Handicap	Ratio
Mentally Retarded	4-1
Physical Handicaps	3-1
Special Learning Disabilities	9-1
Speech Correction	14-1
Language Therapy	8-1
Other	10-1

CONFERENCES

During the 1965-66 operational year, three Invitational Evaluation Clinics were held. The following paragraphs present participation and critical ranking.

The most well-attended conference was that which was held at Eau Claire, with 47% of total attendees indicating attendance at that conference. Twenty-eight per cent of positive respondents attended at Whitewater, and 24% at Menasha. For a total of 71.45% of projects indicating attendance at conferences.

Of those attendees, 24% ranked the conferences in total as "very helpful" 64% ranked "fairly helpful", 11% ranked "interesting, but no help", and 1% ranked "dull and no help".

Respondents were asked to code the major problems relative to lack of participation under three headings.

The following table presents the results:

Attrition		Absenteeism		Drop-outs	
Health Problems	8%	Health Problems	33%	Health Problems	6%
Lack of Parental Interest	32%	Lack of Parental Interest	22%	Lack of Parental Interest	35%
Lack of Student Interest	32%	Lack of Student Interest	22%	Lack of Student Interest	39%
Transportation	5%	Transportation	3%	Transportation	1%
Other	23%	Other	19%	Other	18%

COOPERATIVE PROJECTS

The following list provides a sample of cooperative projects in order that LEAs contemplating the development of cooperative projects, or wishing to discuss mutual concerns relative to existing cooperative projects will have a partial listing. Consult the EDUCATIONAL INFORMATION SYSTEMS DIVISION, Data Processing Codes 66-67, or attached listing of LEAs by project number, for school district names.

County Number	District Number	Project Number
58	5740	185
33	2240	220
30	6545	368
22	2499	481
64	2885	561
51	4914	637
06	2163	292
67	6006	417
67	3528	577

PROJECTS DIRECTLY RELATED TO ANOTHER TITLE

County Number	District Number	Project Number	Other Title
04	4102	275	NDEA
21	5992	343	*
22	609	263	
25	2646	50	Title II
27	5705	562	
29	1673	15	
29	1673	65	
36	5866	216	
36	5866	215	
40	5026	224	
43	5733	165	
48	4165	354	
53	0422	660	
59	5271	203	
61	1600	145	NDEA
61	6426	150	
64	2051	8	
64	1540	98	
67	4312	504	
70	4179	77	

Blank indicates Title
* Not specified by LEA

PROJECTS RELATED TO TITLE II, ESEA

Library books and materials, Title II, ESEA

Project	Number	50
"	"	65
"	"	22
"	"	35
"	"	215
"	"	8
"	"	7

The following table appeared in the Project Description of the application which attempted to emphasize the absenteeism problem of educationally disadvantaged students in the District.

Per Cent Deprived Students of Total Enrollment
Absent 10 per cent (or more) of year
(18 of 180 days)

Attendance Center	1964-65	1965-66	1966-67
H. S. (9-12)	76%	67%	40%
Elem. (K-8)	62	57	50
Elem. (K-8)	72	82	67
Elem. (K-8)	67	72	62

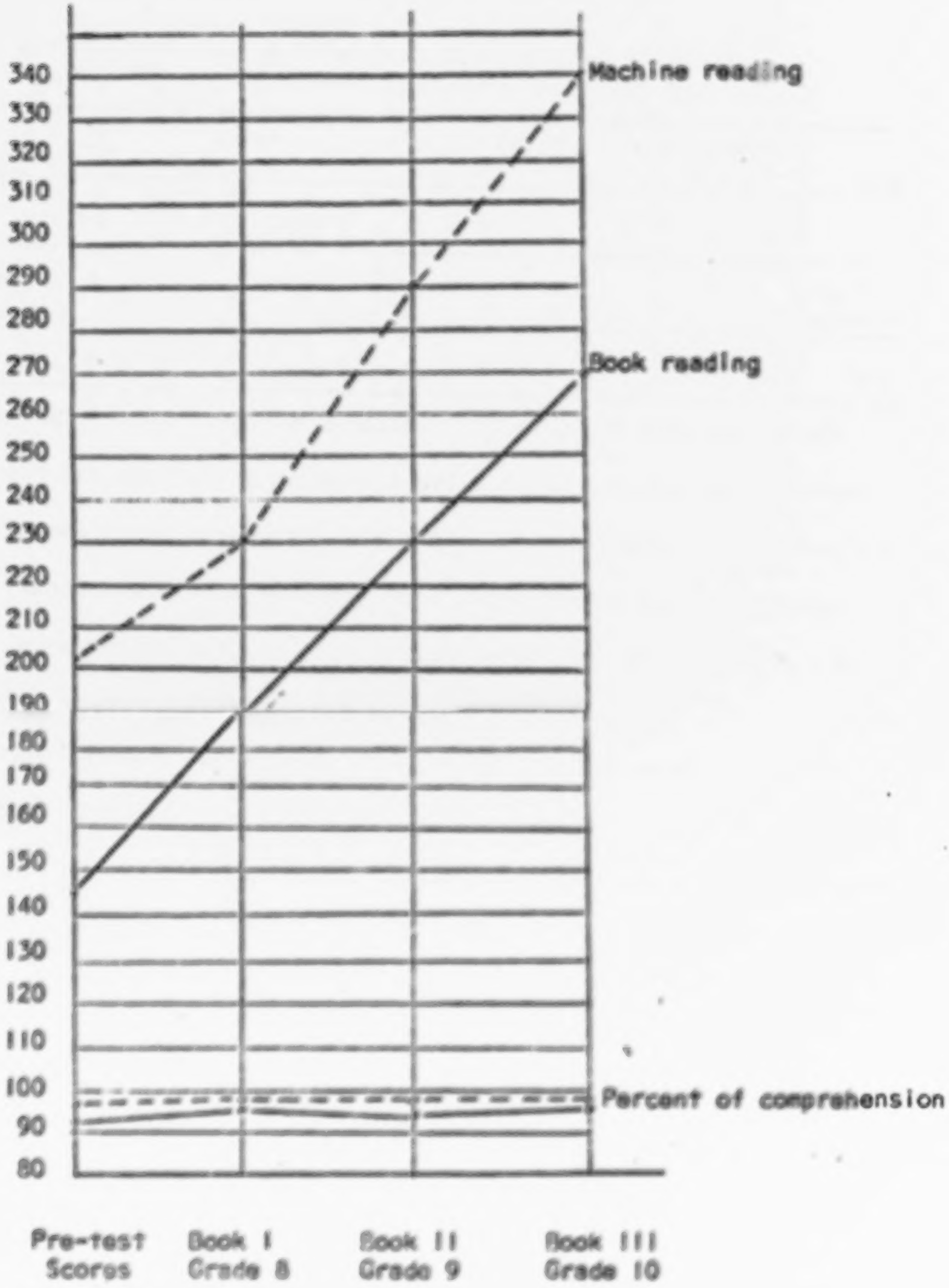
The same students were used in study over the past three years. The effect of the Home Counseling Project and perhaps the Reading Project seemed to defer absenteeism amongst the disadvantaged with the most chronic absentee problems. In each school the percentage of the disadvantaged who had missed school ten per cent or more had decreased by from five to seventeen per cent.

RECORDED DATE OF DISCIPLINARY CASES INCURRED DURING
THE MONTHS OF FEBRUARY, MARCH, APRIL, MAY (1966)

	February		March				April				May			
Week	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Title I	28	6	0	1	0	0	1	2	1	0	1	4	0	1
Rest of Students	8	5	1	3	0	0	2	1	1	1	2	1	3	2
Total	36	11	1	4	0	0	3	3	2	1	3	5	3	3

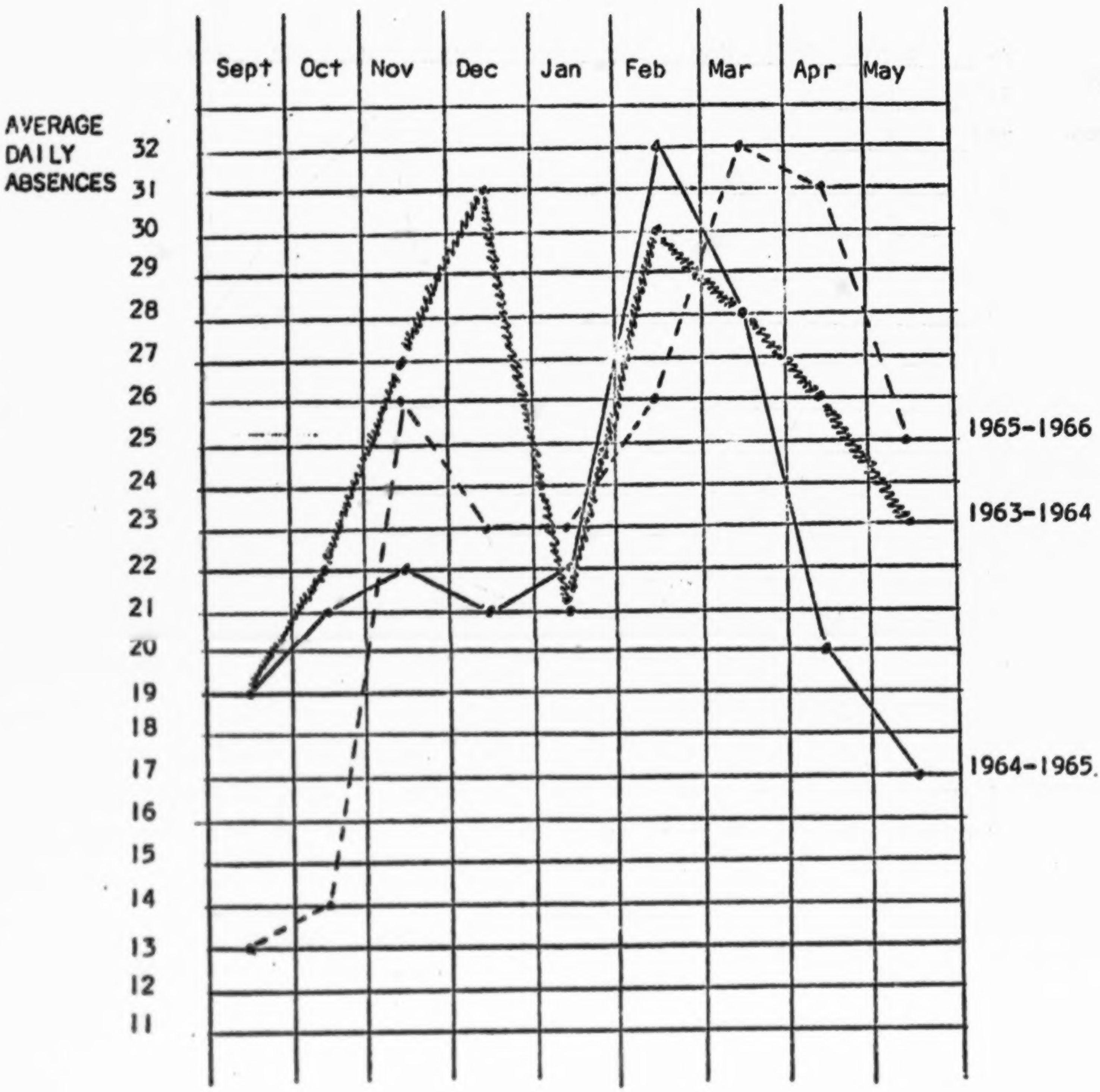
Collected data in Table III indicates a highly significant correlation between the initiation of the Title I program at Portage and the marked decline in disciplinary cases both for the Title I students and student body as a whole. From March 17, 1966 to March 31, 1966 there were no disciplinary cases in the Title I group or the remaining student body for ten school days. It might be concluded that the entire student body has benefited with the commencement of the Title I program at Portage Senior High School. General statements from various faculty members implied that this had been the most peaceful spring they have had in the past five years.

AVERAGE READING RATES AND COMPREHENSION SCORES
FOR 17 STUDENTS - FOR BOTH MACHINE AND BOOK READING.



A Period of Six Weeks

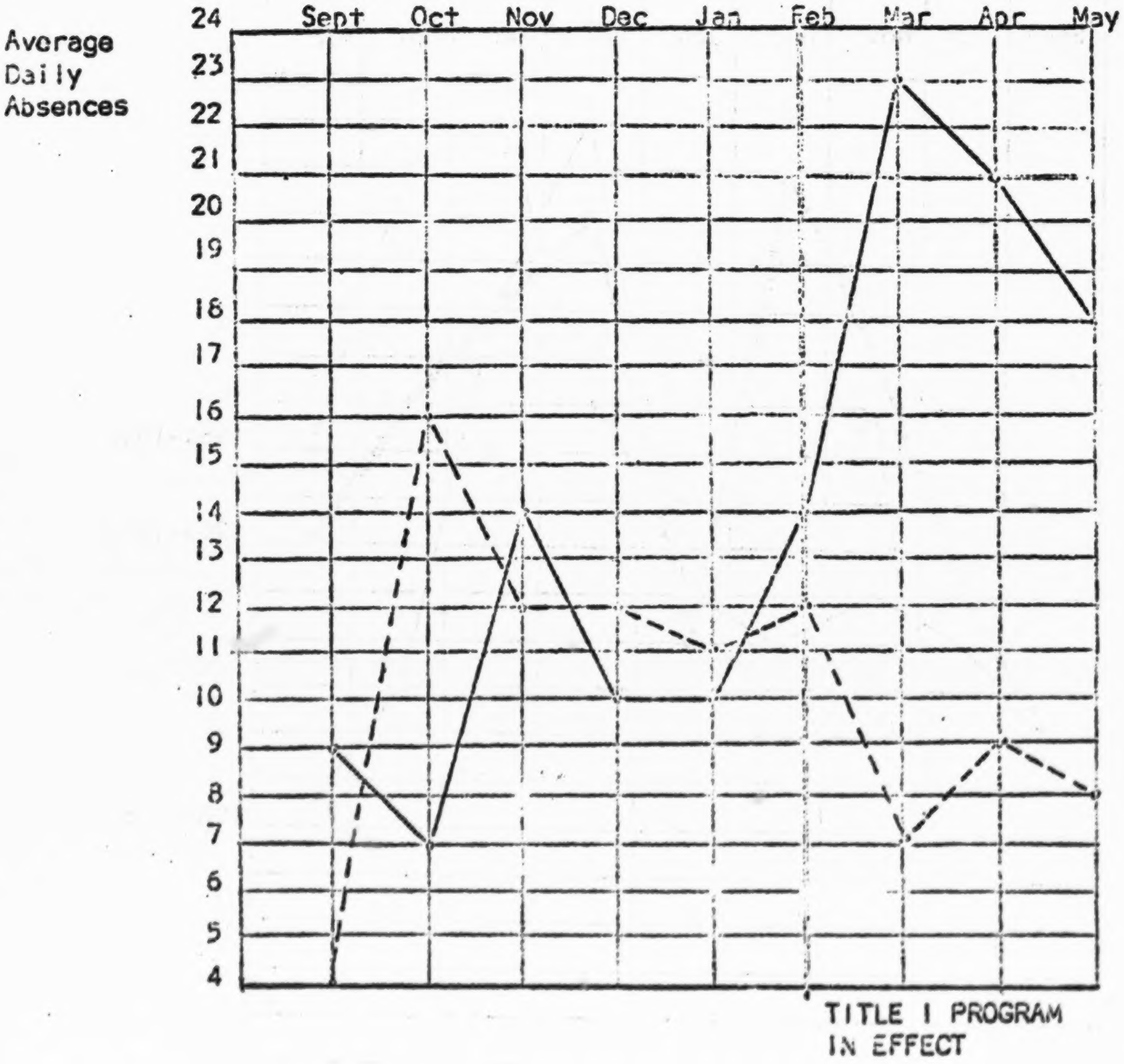
SUPERIMPOSITION OF THE SURVEY OF THE 1963-1964, 1964-1965, 1965-1966 PORTAGE SENIOR HIGH SCHOOL ABSENCES.



	ENROLLMENT	DAILY AVERAGE ABSENCE	PERCENT
1965 - 1966	628	23	3.6%
1964 - 1965	608	22	3.6%
1963 - 1964	598	26	4.5%

ABSENCE SURVEY

Average daily absences incurred by Title I students and the remaining student body 1965 - 1966.



Key: Title I students - - - - -
Remaining student body ____________

Note: Half day absences were recorded as an absent day.

Total Senior High School enrollment	628
Number of students in Title I	65
Per cent of students in Title I	10.35%

SCHOOL - MAY 1966
IOWA TEST OF BASIC SKILLS

			MEAN
GRADE 6 -	May 1966	Mean Score in Vocabulary	6.2
	September 1965	Mean Score in Vocabulary	5.3
	GAIN IN 7½ MONTHS = 9 MONTHS		
	May 1966	Mean Score in Comprehension	7.0
	September 1965	Mean Score in Comprehension	5.7
	GAIN IN 7½ MONTHS = 1.3 YEARS		
	Children involved in Reading Clinic =		
	May 1966	Mean Score in Vocabulary	5.3
	September 1965	Mean Score in Vocabulary	4.1
	GAIN IN 7½ MONTHS = 1.2 YEARS		
	May 1966	Mean Score in Comprehension	5.3
	September 1965	Mean Score in Comprehension	4.0
	GAIN IN 7½ MONTHS = 1.3 YEARS		
GRADE 5 -	May 1966	Mean Score in Vocabulary	5.6
	September 1965	Mean Score in Vocabulary	4.9
	GAIN IN 7½ MONTHS = .7 MONTHS		
	May 1966	Mean Score in Comprehension	5.5
	September 1965	Mean Score in Comprehension	4.6
	GAIN IN 7½ MONTHS = 9 MONTHS		
	Children in Reading Clinic =		
	May 1966	Mean Score in Vocabulary	5.1
	September 1965	Mean Score in Vocabulary	3.6
	GAIN IN 7½ MONTHS = 1.5 YEARS		
	May 1966	Mean Score in Comprehension	5.0
	September 1965	Mean Score in Comprehension	3.2
	GAIN IN 7½ MONTHS = 1.8 YEARS		

To the teacher

* Thank you for evrthen
J for reading and having
fun

yours from B onnie jean
truely

PleseWrite to me in the
summer I would like
to here frome you

have a Happy summer.

Summer
1966

MENOMONEE FALLS PUBLIC SCHOOLS

Evaluation Summary

The general objective of the program was to provide a differentiated program for children about to enter grade one which would correct or significantly diminish the developmental deficiencies that in turn were causing a lack of readiness for the normal program of grade one.

The program consisted of concentrated training and experiental stimulation in three areas: visual-motor perception, language, and personality development. The Metropolitan Readiness Test, used pre and post-program, was expected to reflect results in all three areas assuming that readiness constituted a composite development of all three concentrated areas. A significantly positive change in readiness was reflected on the results of the Metropolitan Readiness Test.

The Teacher-Student Evaluation Rating Scale contained specific items evaluating personality development as well as general readiness. A significantly positve change was achieved here. The parent questionnaire reflected positive change in personality development also.

The Frostig Test of Visual Perception was used both diagnostically and as a measure of change in visual-motor perception. A significant change in readiness was achieved on this instrument.

The Goodenough-Harris Drawing Test was used as a measure of intellectual functioning. The average project student demonstrated a potential at the slow learner cut-off of average learning rate. Fifty percent demonstrated a potential below this level. No change in the intellectual functioning of the group was indicated on the post-test after the six week program.

The Illinois Test of Psycholinguistic Abilities was used as a diagnostic instrument to provide the kind of language experiences the children appeared most in need of on the basis of test results. The test pointed up the general language retardation of the project group and would have been useful as a post-test had not its administration been prohibitive in time and cost.

The total evaluation appears to indicate that an additional six weeks of concentrated readiness stimulation using individually diagnosed developmental deficiencies as a basis for a specific experience program can make significantly positive changes in the total readiness of a kindergarten child about to enter a normal grade one program. In addition it would appear that concentrated training in visual-motor perceptual skills over a six week period can make significantly positive changes in visual-perceptual readiness for reading. It would appear, also, that no change in intellectual functioning can be expected in a short term project such as this one. It is possible that a long term project utilizing a concentrated curriculum might produce different results.

METROPOLITAN READINESS TEST, FORM A, 1965

K-1 Results

The lined expectancy background was determined from the Metropolitan national norms. The vertical block bars represent the distribution of test scores actually made by the middle fifty percent of the project pupils in the pre and post-tests. These are percentile scores.

On the post-test the median percentile of thirty-five represents a rise of thirteen percentile over the median percentile of twenty-two in the pre-test. The chart dramatically illustrates that on the pre-test the middle fifty percent of the scores fell almost completely in the lower quartile of the national norms. A striking rise in the percentile range of the middle fifty percent is noted on the post-test. Particularly significant is the rise toward the norm expectancy by the upper fifty percent of the scores as signified by the median percentile rank on the post-test.

The small boxed chart at the bottom of the table is a summary of the "t" test of significance based on the Raw Score means of the pre and post-tests. As indicated the change in readiness expectancy was very significantly demonstrated by the results on the post-test, compared to those of the pre-test.

ILLINOIS TEST OF PSYCHOLINGUISTIC ABILITIES

K-1 Results, Summer Pre-test, 1966

The ITPA is an individually administered test measuring nine different psycholinguistic abilities in reference to the chronological ages in which they can be expected to emerge and become refined. Its primary purpose is diagnostic and its use offers an exceptional opportunity to apply principles of remediation or developmental stimulation. The ITPA does yield, however, a total score which can be converted into a relative language age to be compared with the subjects chronological age. This score may then reflect a lack of progress or a specific handicap in the language area.

The preceding chart gives an illuminating picture of the project group's actual ages and their achieved language ages. There is a difference of eight months between true age and actual language in both the median and mean scores. Such a difference at an age when language is normally being acquired at an extremely rapid rate may be considered significant.

It can be noted that nearly twenty-five percent of the language age scores were obtained below the age of the youngest actual age of any child in the group and seventy-five percent obtained language age scores below 5-6, the minimum age in June for any child about to enter grade one in September.

Even the upper quartile language age score did not approach the median actual age score; no child achieved a language age score even approaching the oldest actual age in the group, and only nine children out of the total 53 were able to achieve a language score at their actual age or above. The most dramatic implication of this chart must be, therefore, that the project group before they entered the program demonstrated on the ITPA language retardation and/or a language disorder of some degree.

The administration of an ITPA must allow for 45 to 60 minutes of testing time on an individual basis and requires a degree of training to administer. The short duration of the project did not lend itself to a post-test of the ITPA nor was post-testing provided for in the operating budget. However, the concentration of one-third of the curriculum in the expressive-receptive language area would seem to invite a look at post-test results of the ITPA for any measureable change.

Without such a post-test the project depended greatly on the post-test of the Metropolitan Readiness test as reflecting the effects on this concentrated language training. Five of the six subtests in the Metropolitan Readiness test are highly related to integrated language skills. The total achievement of the project group on this test resulted in a very significant improvement.

GOODENOUGH-HARRIS DRAWING TEST, DRAW-A-MAN SCALE

K-1 Results

The lined expectancy background on the chart was determined according to the distribution of standard scores on the Goodenough standardization. The vertical block bars represent the distribution actually made by the middle fifty percent of the project group on their pre and post-test in the summer session.

The chart readily illustrates almost no difference between the pre and post-test results. The median score was raised only .09 on the scale. The total range of scores remained the same. Only quartile one scores showed a slight rise not particularly significant to the over-all distribution. In both pre and post-tests it can be noted that fifty percent of the project scores lay in the lower quartile of the Goodenough norms and that more than seventy-five percent of the project scores lay below the expected average intellectual functioning of national norms.

The authors of the Goodenough test promote its use as one measure of general ability or intellectual maturity to be used for the most part in conjunction with more accurate individual measures when important individual decisions are to be made or as a screening device for the latter. The Goodenough test was used in the summer project to measure intellectual functioning because of ease of administration and its high correlation with individual intelligence tests at this age level. The project also wished to explore the assumption that increased experience would positively affect intellectual functioning. Obviously intellectual functioning as measured by the Goodenough remained the same and unaffected by the six week training and experience program.

The Goodenough test is sometimes used as an indicator of perceptual development, particularly body image. However, the project group made a significant change in perceptual development as measured by the Frostig test, while remaining at the same level on the Goodenough. Frostig substantiates the lack of correlation between the two tests, that occured in research studies of her own, indicating that the two tests measure factors relatively distinct.

If we are to accept the above explanations and findings concerning the two tests, we might make a tentative conclusion. Although the project was able to make a significant change in student aquisition of readiness and perceptual skills, it was unable to make any change in innate intellectual functioning in the short period of six weeks.

FROSTIG TEST OF VISUAL PERCEPTION

K-1 Results

The lined expectancy background on the chart was determined according to the distribution of Perceptual Quotients on the Frostig 1963 standardization. The vertical black bars represent the distribution actually made by the middle fifty percent of the project group on their pre and post-test in the summer session.

The median Perceptual Quotient score of 94.32 was raised to a median score of 100.01 on the post-test, exactly that of the Frostig median expectancy level. Research in beginning reading situations has led the test author to predict reading difficulty for scores falling below a perceptual quotient of 90.

It is noted from the chart that more than twenty-five percent of the pre-test scores fell below this expectancy. On the post-test the lower quartile score was raised above this expectancy to 91.85.

The upper quartile score was also raised significantly in the post-test but not to the level of expectancy as compared to the standardization sample. This fact, however, has less significance as a reading readiness factor than that of the lower quartile since scores above the median of 100 are indicative of above average skill rather than a measure of readiness success.

In looking at the total range of scores given below the chart, both the low and high score were raised in the post-test.

The pre and post-test means are reported in a separate chart below indicating that the change in score achievement was found to be statistically significant.

METROPOLITAN READINESS TEST, FORM A, 1965

K-1 Results - Prediction Picture

The lined expectancy backgrounds B, D, as well as the white expectancy background, as set up in terms of Metropolitan norm standard deviation distances. B, C, and D are each 1.0 S. D. in width. A and E are the extremes beyond 1.5 S. D. above and below the mean, respectively. Level A denotes the top seven percent of the standardization group, Level B the next twenty-four percent, Level C the middle thirty-eight percent, Level D the next twenty-four percent, and Level E the lowest seven percent. The readiness status and predictive significance is described down the middle of the chart with respect to each level of score ranges.

PRE-TEST

At the beginning of the project the chart demonstrates that just over seventy-five percent of the scores fell below the lower limits of level C or readiness success expectancy by national norm standards. Only the upper quartile of project scores lay in the range of the C level. The lower quartile of project scores lay entirely in the lowest seven percent of national norm scores.

POST-TEST

The significance of the change in score distribution is illustrated on the post-test vertical bar. The median score of 47.25 attests to the fact that slightly more than fifty percent of the scores now lay in the C and B levels of readiness success expectancy with slightly less than fifty percent below. The upper quartile range of scores has extended itself well into the B level where success expectancy approaches better than average. The lower quartile change is not so dramatic but does show that its range of scores has been extended into the next level.

RANGE

The total range of scores in the post-test shows a distinct widening particularly in the upper quartile and quartile limit. The box at the bottom of the chart reports the means and standard deviations which further support the post-test result tendency to approach the more normal distribution of the standardization sample.

1965-1966 Title I Projects

No.	School District
1	Oshkosh. Jt. 1
2	Crandon, Jt. 1
3	Madison, Jt. 8
4	Madison, Jt. 8
5	Racine, Jt. 1
6	Wisconsin Heights, Jt. 1
7	New Glarus, Jt. 1
8	Genoa City Jt. 2
9	Muscoda, Jt. 7
10	Elroy, Jt. 9
11	Brodhead, Jt. 1
12	Westby, Jt. 7
13	Kenosha
14	Mukwonago, Jt. 3
15	Elroy, Jt. 9
16	Wausau
17	Elroy, Jt. 9
18	Wausau
20	Albany, Jt.8
21	Clear Lake, Jt. 1
22	Barneveld, Jt. 15
23	Monroe, Jt. 1
24	Woodruff, Jt. 1
25	Bruce
26	Bruce
27	Belmont
28	Wausau
29	Shell Lake, Jt. 1
30	Minocqua Lakeland UHS
31	Madison, Jt. 8
32	Cudahy
33	Seneca, Jt. 1
34	Deerfield, Jt. 1
35	Thorp, Jt. 1
36	Cornell, Jt. 2
37	Milwaukee
38	Milwaukee
39	Milwaukee
40	Verona, Jt. 1
41	Deerfield, Jt. 1
42	Baraboo, Jt. 1
43	Blair, Jt. 1
44	Milwaukee
45	Middleton UHS
46	Beloit, Jt. 1
48	Sun Prairie, Jt.2
49	Richland Center, Jt. 2
50	Iowa-Grant, Jt. 1
51	Kaukauna, Jt. 2
52	Kaukauna, Jt. 2
53	Bloomer
54	Stanley
55	New Auburn
56	Gilman, Jt. 2
57	Fairchild, Jt. 1
58	Eleva-Strum, Jt. 1
60	Portage, Jt. 1
61	Fond du Lac, Jt. 1
62	Dodgeville
63	West Salem, Jt. 1
64	La Farge, Jt. 15
65	Elroy, Jt. 9
66	Oak Creek, Jt. 1
67	Orfordville, Jt. 4
68	Shawano, Jt. 8
69	Luxemburg UHS
70	Pulaski, Jt. 5
71	Plymouth, Jt. 8
72	Plymouth, Jt. 8
73	Ladysmith, Jt. 1
74	Ladysmith, Jt. 1
75	Ladysmith ,, Jt. 1
76	Fredonia, Jt. 1
77	Oshkosh, Jt. 1
78	Oshkosh, Jt.1
79	Shiocton, Jt. 2
80	Potosi, Jt. 10
81	Westfield, Jt. 1
82	Westfield, Jt. 1
83	Pittsville
84	Monroe, Jt. 1
85	Flambeau, Jt. 1
86	Platteville, Jt. 4
87	Waterville
89	Gillett, Jt. 3
90	Bloomington, Jt. 2
91	Chetek, Jt. 5
92	Chetek, Jt. 5
93	Maple, Jt. 1
94	Galesville, Jt. 1
95	Highland
96	Germantown, Jt. 1
97	Bloomer, Jt. 1
98	East Troy, Jt. 1
99	Butternut, Jt. 1
100	Oconto, Jt. 1
101	Tony, Jt. 1
102	Reedsburg, Jt. 1
103	Superior, Jt. 1
104	Superior, Jt. 1

No.	School District
105	Superior, Jt. 1
106	Superior, Jt. 1
108	Neillsville, Jt. 4
109	Altoona, Jt. 1
110	Osseo, Jt. 1
111	Mondovi, Jt. 1
112	Gilmanton UHS
113	Cadott, Jt. 7
114	Colby
115	Colby
116	Coleman, Jt. 1
117	Milton, Jt. 1
119	Stoughton, Jt. 3
120	Bangor, Jt. 2
121	Holmen
122	Vernon and Big Bend, Jt. 1
123	Prairie du Chein, Jt. 1
124	Port Wing, Jt. 1
125	Neenah
126	Pembine, Jt. 1
127	Menomonie
128	Menomonie
129	Menomonie
130	Barron, Jt. 1
131	Barron, Jt. 1
132	Barron, Jt. 1
133	Janesville, Jt. 1
134	Wauzeka, Jt. 2
135	Mauston, Jt. 1
136	Mauston, Jt. 1
137	Mauston, Jt. 1
138	Baraboo, Jt. 1
139	Granton, Jt. 4
140	Holcombe, Jt. 11
141	Loyal, Jt. 1
142	West Salem, Jt. 1
143	West Salem, Jt. 1
144	Augusta, Jt. 1
145	Eleva-Strum, Jt. 1
146	Portage, Jt. 1
147	Fennimore
148	La Crosse, Jt. 5
149	Wisconsin Dells, Jt. 1
150	Whitehall, Jt. 5
151	Frederic, Jt. 3
152	Frederic, Jt. 3
153	Weyerhauser, Jt. 3
154	Oregon, Jt. 1
155	Neenah
156	Neenah
157	Prairie Farm, Jt. 5
158	River Falls, Jt. 1
159	Ripon, Jt. 1
160	Waupaca, Jt. 1
161	Montello, Jt. 1
162	Hartford UHS
163	McFarland, Jt. 8
164	Watertown, Jt. 1
165	Three Lakes, Jt. 1
166	Greenwood, Jt. 1
167	Horicon, Jt. 10
168	Ithaca, Jt. 1
169	Burlington, Jt. 1
170	Waterford, Jt. 1
171	Plum City, Jt. 3
172	Delavan, Jt. 1
173	Delavan, Jt. 1
174	Brown Deer, Jt. 1
175	Iola, Jt. 1
176	Mosinee, Jt. 1
177	Bayfield, Jt. 1
178	Bayfield, Jt. 1
179	Stevens Point, Jt. 1
180	Stevens Point, Jt. 1
181	Fond du Lac, Jt. 1
182	Milton, Jt. 1
183	Elcho, Jt. 1
184	Tigerton, Jt. 2
185	Tigerton, et al, Jt. 2
186	Poynette, Jt. 10
187	Arcadia, Jt. 1
188	Onalaska, Jt. 1
189	Madison, Jt. 8
190	Shell Lake, Jt. 1
191	West Allis, Jt. 1
192	Menomonee Falls, Jt. 1
193	Menomonee Falls, Jt. 1
194	Menomonee Falls, Jt. 1
195	Rice Lake, Jt. 1
196	Stratford, Jt. 5
197	Stratford, Jt. 5
198	Casco, Jt. 3
199	Oconto Falls, Jt. 2
200	Owen, Jt. 1
201	Green Bay, Jt. 1
202	Grantsburg, Jt. 1
203	Sheboygan, Jt. 1
204	Rosholt, Jt. 5
205	Chippewa Falls, Jt. 1
207	Cazenovia (Weston), Jt. 1
208	Port Washington, Jt. 1
209	Mellen, Jt. 1
210	Glidden, Jt. 1
211	Park Falls, Jt. 2
212	Marshall, Jt. 2
213	Pepin, Jt. 1
214	Elkhorn
215	Valders, Jt. 1
216	Valders, Jt. 1
217	Fall Creek, Jt. 1
218	Athens, Jt. 2
219	Auburndale, Jt. 1

No.	School District
220	Gratiot, Jt. 1, 6, 7
221	Cuba City, Jt. 9
222	Trempealeau, Jt. 1
223	Whitehall, Jt. 5
224	St. Francis, Jt. 6
226	Lodi, Jt. 1
227	Gays Mills , Jt. 3
228	Rosendale, Jt. 22
229	Spencer, Jt. 1
230	De Soto, Jt. 9
231	Port Washington, Jt. 1
232	Marathon, Jt. 1
233	Milton
234	Hayward, Jt. 1
235	Cochrane-Fountain City,Jt.1
236	Lancaster, Jt. 3
237	Luxemburg, Jt. 1
238	Waupun, Jt. 1
239	Peshtigo, Jt. 1
240	Plainfield, Jt. 1
241	Plainfield, Jt. 1
242	New Holstein, Jt. 5
243	Bonduel
244	Durand, Jt. 1
245	Wisconsin Rapids, Jt. 1
246	Minocqua, Jt. 1
247	Hudson, Jt. 1
248	Hudson, Jt. 1
249	La Crosse, Jt. 5
240	Horicon, Jt. 10
251	Rhinelander, Jt. 1
252	Waterford UHS
253	Boyceville, Jt. 1
254	Spring Valley, Jt. 1
255	Ladysmith, Jt. 1
256	Edgerton, Jt. 8
247	Port Wing, Jt. 1
258	Colfax
259	Colfax
260	Colfax
261	Clintonville, Jt. 1
262	Edgar, Jt. 6
263	Boscobel, Jt. 6
264	Kiel, Jt. 1
265	Eau Claire, Jt. 5
266	Eau Claire, Jt. 5
267	Columbus, Jt. 1
268	Wisconsin Dells, Jt. 1
269	Superior #5
270	Salem, Jt. 1
271	Brussels #1

No.	School District
272	Johnsons Creek, Jt. 8
273	Cedar Grove, Jt. 1
274	Hillsboro, Jt. 3
275	Ondossagon
276	Franklin, Jt. 5
277	Barneveld, Jt. 15
278	Markesan, Jt. 3
279	Wales, Jt. 12
280	Winter, Jt. 1
281	Merrill, Jt. 1
282	North Fond du Lac, Jt. 11
283	Menomonie, Jt. 1
284	Somerset, Jt. 1
285	Marinette, Jt. 1
286	Marinette, Jt. 1
287	Wisconsin School for the Visually Handicapped
288	Wisconsin School for the Deaf
290	New Lisbon, Jt. 1
290	Yorkville, Jt. 2
291	Colfax
292	Gilmanton (Coop) Jt. 2
293	Melrose-Mindoro, Jt. 1
294	Marion, Jt. 3
295	Sussex (Hamilton), Jt. 16
296	Sussex (Hamilton) Jt. 16
298	Oshkosh, Jt. 1
299	Medford, Jt. 1.
300	Campbellsport
301	Campbellsport
302	Milltown, Jt. 4
303	Tomah, Jt. 1
304	Tomah, Jt. 1
305	Tomah, Jt. 1
306	Tomah, Jt. 1
307	Adams-Friendship, Jt. 1
308	South Milwaukee
309	Brillion, Jt. 2
310	Spooner
311	Shawano, Jt. 8
312	Palmyra, Jt. 1
313	Goodman, Jt. 1
314	Waunakee, Jt. 4
315	Amherst, Jt. 2
316	New London, Jt. 3
317	Slinger, Jt. 1
318	Iola-Scandinavia, Jt. 1
319	Ellsworth, Jt. 1
320	Watertown, Jt. 1
321	Delavan-Darien H. S.

No.	School District
322	Tripoli, Jt. 1
323	Menasha, Jt. 1
324	Menasha, Jt. 1
325	Plymouth, Jt. 8
326	Jefferson, Jt. 1
327	Jefferson, Jt. 1
328	Manitowoc, Jt. 1
329	Amery, Jt. 5
330	Amery, Jt. 5
331	Amery, Jt. 5
332	Pardeeville, Jt. 1
333	Algoma, Jt. 1
335	Osseo, Jt. 1
336	Mineral Point
337	Seymour, Jt. 4
338	Ondossagon, Jt. 1
339	Ondossagon, Jt. 1
340	Howards Grove, Jt. 2
341	Hortonville, Jt. 1
342	Elkhart Lake, Jt. 1
343	Wabeno, Jt. 1
344	Oakfield, Jt. 1
345	Spring Green, Jt. 2
346	Wonewoc, Jt. 1
347	Denmark, Jt. 5
348	DeForest
349	Hammond (St. Croix Cent.),Jt.1
350	Drummond, Jt. 1
351	Highland
352	Marshfield, Jt. 1
353	Marshfield, Jt. 1
354	Osceola
355	Stoughton, Jt. 3
356	St. Croix Falls
356	Darlington, Jt. 12
358	Almond
359	Melrose-Mindora, Jt. 5
360	Eau Claire, Jt. 5 (36])
362	Medford, Jt. 1
363	Tomahawk, Jt. 1
364	Green Bay, Jt. 1
365	Green Bay, Jt. 1
366	Green Bay, Jt. 1
367	Westby, Jt. 7
368	Wilmot UHS (Coop)
369	Port Wing, Jt. 1
370	Phillips, Jt. 1
371	Rib Lake
372	Whitewater, Jt. 1
373	Prentice, Jt. 3
374	Lomira, Jt. 5
375	Shullsburg
376	Birnamwood, Jt. 7
377	Coleman, Jt. 1
378	Rothschild-Schofield, Jt. 1
379	Rothschild-Schofield, Jt. 1
380	Spooner
381	South Wayne, Jt. 9
382	Washburn, Jt. 1
383	Turtle Lake
384	Viroqua, Jt. 1
385	Oostburg
366	Independence Coop, Jt. 6
387	Mayville, Jt. 5
388	Scott, Jt. 10
389	Omro
390	Manawa, Jt. 7
391	Suring, Jt. 3
392	Colfax
393	Bowler, Jt. 1
394	Dodgeville
395	Mellen, Jt. 1
396	Fond du Lac, Jt. 1
397	Westby, Jt. 7
398	Mosinee, Jt. 1
400	Elk Mound, Jt. 2
401	Shorewood, Jt. 4
402	Cumberland, Jt. 2
403	Berlin, Jt. 1
404	Cedar Grove, Jt. 1
405	Dousman
406	Prairie du Sac, Jt. 3
407	Prairie du Sac, Jt. 3
408	Ontario (Norwalk), Jt. 2
409	Cassville, Jt. 8
410	Cassville, Jt. 8
411	Amery, Jt. 5
412	Rosholt, Jt. 5
413	Maple, Jt. 1
414	Maple, Jt. 1

No.	School District
415	Baraboo, Jt. 1
416	La Crosse, Jt. 5
417	Wales-Genesee (Coop) Jt. 5
418	Eau Claire, Jt. 5
419	Cashton, Jt. 1
420	Patch Grove, Jt. 1
421	Muskego
422	Muskego
423	Bruce
424	Raymond, Jt. 14
425	Drummond
426	Elkhorn
427	Elkhorn
428	Clinton, Jt. 10
429	Crivitz, Jt. 1
430	Fairchild, Jt. 1
431	Solon Springs
432	Elmwood, Jt. 6
433	Greenfield, Jt. 6
434	Prescott, Jt. 1
435	Webster
436	Glenwood City, Jt. 1
437	Plum City, Jt. 3
438	Oconomowoc, Jt. 3
439	Bloomington, Jt. 2
440	Union Grove UHS
441	Cambridge, Jt. 5
442	Antigo, Jt. 1
443	Clinton, Jt. 10
444	Beloit, Jt. 1
445	Baldwin, Jt. 4
446	Paris, Jt. 1
447	Gilman, Jt. 2
448	Wrightstown, Jt. 1
449	Hilbert, Jt. 4
450	De Soto, Jt. 9
451	Hartford UHS
452	Mauston, Jt. 1
453	Cedarburg, Jt. 1
454	Shawano, Jt. 8
455	Butternut, Jt. 1
456	Chetek, Jt. 5
457	Kiel, Jt. 1
458	Burlington UHS
459	Princeton, Jt. 2
460	Monticello, Jt. 3
462	Reedsburg, Jt. 1
463	Adams-Friendship
464	Hartford, Jt. 1
465	Belleville
466	Rice Lake, Jt. 1
467	Rice Lake, Jt. 1
468	Rice Lake, Jt. 1
469	Rice Lake, Jt. 1
470	Rice Lake, Jt. 1
471	Richland Center, Jt. 2
472	Westboro, Jt. 1
473	Salem, Jt. 2
474	Nekoosa, Jt. 1
475	Rio, Jt. 5
476	Potosi, Jt. 10
477	Muscoda
478	Springfield (Waunakee)
479	Cambria
480	Edgar, Jt. 6
481	Hazel Green Coop.
482	Howard-Suamico, Jt. 1
483	Athens, Jt. 2
484	Wis. Rapids, Jt. 1
485	Monona Grove, Jt. 4
486	Hayward #2
488	Argyle, Jt. 1
489	Ondossagon Public (Ashland)
490	Randall, Jt. 1
491	Stoughton, Jt. 3
492	Eau Claire, Jt. 5
493	Orfordville, Jt. 4
494	Menomonie
495	Kewaunee, Jt. 1
496	Kewaunee, Jt. 1
497	Abbotsford, Jt. 1
498	Neillsville, Jt. 4
499	South Milwaukee
500	Gays Mills, Jt. 3
501	Black River Falls, Jt. 2
502	Black River Falls, Jt. 2
503	Whitefish Bay, Jt. 1
504	Pewaukee, Jt. 1
505	Green Lake, Jt. 1
506	Owen-Withee, Jt. 1
507	Stanley-Boyd, Jt. 4
508	Spencer, Jt. 1
509	Granton, Jt. 4
510	Mondovi, Jt. 1
511	Brussels #2
512	Luck, Jt. 3
513	Luck, Jt. 3
514	Stevens Point, Jt. 1
515	Stevens Point, Jt. 1
516	Stevens Point, Jt. 1

No.	School District
517	Wauzeka, Jt. 2
518	Germantown, Jt. 1
519	Wautoma, Jt. 1
520	Randolph, Jt. 6
521	Wausaukee, Jt. 1
524	Wild Rose, Jt. 2
525	Glenwood-Spring Valley (Coop)
526	Sun Prairie, Jt. 2
527	Glenwood City
528	Kewaskum, Jt. 2
529	Waupaca, Jt. 1
530	Alma, Jt. 1
531	Weyerhauser, Jt. 3
532	Juneau, Jt. 11
533	Oconomowoc (Merton), Jt. 4
534	Wittenberg, Jt. 3
535	Kimberly, Jt. 6
536	Auburndale, Jt. 1
537	Reedsville, Jt. 1
538	Pittsville
539	Pittsville
540	Brandon, Jt. 12
541	Weyauwega, Jt. 2
542	Wheatland, Jt. 1
543	DeForest, Jt. 10
544	Middleton, Jt. 12
545	Stockbridge, Jt. 1
546	Middleton, Jt. 3
547	Port Washington, Jt. 1
548	Bear Creek, Jt. 5
549	Prairie du Chien, Jt. 1
550	Tomah, Jt. 1
551	Two Rivers, Jt. 1
552	Hollandale
553	Campbellsport #3
554	Birchwood
555	Oostburg, Jt. 14
556	Wausau
557	Wausau
558	Wausau
559	Wausau
560	Wausau
561	Lake Geneva (Coop)
562	Taylor, Jt. 4
563	Clayton, Jt. 1
564	Beaver Dam
565	La Farge, Jt. 15
566	Blue River
567	Shawano, Jt. 8
568	Galesville, Jt. 1
569	Clear Lake, Jt. 1
570	Waukesha
571	Casco UHS
572	Ashland, Jt. 1
573	Ashland, Jt. 1
575	Monroe, Jt. 1
576	New Holstein, Jt. 5
577	Merton (Coop), Jt. 9
578	W De Pere, Jt. 2
579	Westfield #3
580	Lena, Jt. 2
581	Mosinee, Jt. 1
583	Frederic, Jt. 3
584	Union Grove, Jt. 1
585	Winneconne, Jt. 1
586	De Pere, Jt. 1
587	Southern Colony
589	Hurley, Jt. 1
590	White Lake, Jt. 2
591	Neenah
592	Baraboo, Jt. 1
593	Goodman-Armstrong, Jt. 1
594	Washburn, Jt. 1
595	Niagara, Jt. 1
596	Boyceville #2
597	Oconto, Jt. 1
598	Superior #6
599	Evansville, Jt. 6
600	Milwaukee Vocational
601	Walworth (Coop)
602	New Holstein, Jt. 5
603	Goodman-Armstrong, Jt. 1
604	Fredonia, Jt. 1
605	Rice Lake, Jt. 1
606	Pembine #2
607	Pembine #3
608	Pembine #4
609	Rhinelander UHS
610	Neenah
611	Spooner #3
612	Kiel, Jt. 1
613	Oshkosh, Jt. 1
614	Oconto, Jt. 1
615	Seneca, Jt. 1
616	Valders, Jt. 1
617	Portage, Jt. 1
618	Hustisford, Jt. 7
619	Durand
620	Prairie Farm, Jt. 5
621	Mt. Horeb, Jt. 6
622	Neenah
623	Kiel, Jt. 1

No.	School District
624	Horicon, Jt. 10
625	Bristol, Jt. 1
626	Grafton, Jt. 1
628	Minong, Jt. 1
631	C.E.S.A. #7
632	Madison Dept. Pub. Welfare-Wis. Southern Colony
633	West Bend, Jt. 1
635	Neenah
636	Grantsburg, Jt. 1
637	Rochester (Coop)
638	Oconto Falls, Jt. 2
639	Oconto Falls, Jt. 2
640	Laona, Jt. 1
641	Tony, Jt. 1
642	Tony, Jt. 1
643	Tony, Jt. 1
644	Sussex (Hamilton), Jt. 16
645	Florence, Jt. 1
646	Thorp, Jt. 1
647	Mondovi, Jt. 1
648	Appleton, Jt. 10
649	Appleton, Jt. 10
650	Pelican, Jt. 1
651	Chilton, Jt. 1
652	Holcombe, Jt. 11
653	Fall River, Jt. 1
654	Greendale
655	Lake Mills, Jt. 1
656	Waupaca #2
657	Sparta, Jt. 1
658	Boyceville #3
659	Fort Atkinson, Jt. 6
660	Beloit-Turtle, Jt. 1
661	Cameron, Jt. 1
662	Little Chute, Jt. 1
663	New Auburn, Jt. 11
664	Waterloo, Jt. 1
665	Watertown, Jt. 1
666	Mayville, Jt. 5
667	Northern Colony Chippewa Falls
668	Madison Dept. Pub. Welfare-Wis. Southern Colony
669	Madison Dept. Pub. Welfare-Wis. Southern Colony
670	Madison Dept. Pub. Welfare-Central Colony
671	Hawkins (Coop), Jt. 1
672	Pulaski, Jt. 5

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School District and Project Number

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